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ABSTRACT

The eight units of work in this document are designed to complement existing literacy booster units. Each unit is based on teaching objectives from the National Literacy Strategy Framework. They have been produced with the help of Year 5 teachers and have been trialled with pupils in a range of schools. The units support teachers' work with Year 5 pupils as they consolidate and secure key objectives and work towards important writing targets. Units in the document are: (1) Persuasive Writing: Animal Rights; (2) Persuasive Writing: The Three Little Pigs; (3) Historical Recount (in which pupils write a historical recount related to an event they recently learned in class); (4) Recount: Newspaper Reports; (5) Recount: Police Report; (6) Discussion: Cross-Curricular Issues; (7) Taking a Point of View: GM Foods; and (8) Explanatory Text: Time and Space. (RS)

Year 5 Booster Units.

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The National Literacy Strategy

Year 5 Booster Units

Unit 1 Persuasive Writing: Animal rights

Summary and context

The objectives for the three lessons are taken from the text and sentence level strands, Y5 T3. The material also lends itself to use in Y6 T2.

Prior to the three lessons, the Y5 class had investigated the features of persuasive texts, using letters and materials from published schemes.

The focus of the lessons was to use a structured approach to produce a piece of persuasive writing, applying features of the genre. A specific topic, familiar to the children, was selected. However, teachers could adapt this structure to match a curriculum area of their choice.

There is an opportunity to use drama/role-play as a stimulus to promote discussion and to develop ideas. The role-play element of lesson 1 could be done prior to the actual lesson.

Overview of objectives

Target statements for writing	NLS Framework objectives
Style: sentence construction	
■ Adapt or rearrange sentences in relationship to persuasive texts, using subordinate clauses to add information, to give reasons and to explain.	Y5 T3 S6
■ Write complex sentences, selecting and using a wide range of subordinators.	Y5 T3 S2
Style: language effects	
■ Use well-chosen phrases and vocabulary to engage the reader.	Y4 T3 S4
■ Use appropriate grammatical features for different text types.	Y5 T1 S1
Purpose and organisation	
■ Draw writing, both narrative and non-fiction forms, towards a defined conclusion.	Y4 T3 T21
■ Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however, therefore, next, meanwhile</i> .	Y4 T3 T23
■ In non-fiction, elaborate the basic structure of text types in order to make writing more effective in relation to audience and purpose.	Y5 T3 T17 Y5 T3 T19

Outcomes

- To be able to use the features of persuasive writing in a piece of independent writing
- To present speech to an audience.

Homework

- To extend vocabulary and use of emotive language.
- Activity: complete speech bubbles for two opposing interest groups – circus owner v. animal rights campaigner.

Resources

- Text 1: Opening statements (attached)
- Text 2: 'Whose side are you on?' (attached)
- Text 3: to be cut up into separate statements (attached)
- Cool connectives (attached)
- Writing frame (attached)
- *Grammar for Writing* p.154 produced as a checklist
- It would be helpful to have a checklist of the key features of non-fiction text at levels 3, 4 and 5

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■ Year 5 Booster Units

Unit 1 Persuasive Writing: Animal Rights

Lesson 1

Lesson objectives

- to construct an argument using note form or full text to persuade others of a point of view,
- to understand how writing can be adapted for different audiences and purposes.

Shared whole class work

- Link with speaking and listening and drama. (See QCA publication *Speaking and Listening at KS1 and 2*.)
- Children given scenario that animal rights campaigners are protesting about the use of animals in visiting circus.
- Half of class take role of animal rights campaigners and the other half assume the role of circus owners.
- Children use whiteboards to make demonstration placards, e.g. 'Stop exploiting animals'.
- Teacher models changing phrases to sentences.
- In pairs, children change phrases to sentences.

Key points to highlight

- Use of emotive language (link to previous lessons).
- Bias – making sure that the writer's view is woven strongly and persuasively throughout the argument.
- Making writing work for different purposes.

Independent/guided work**Independent task**

- Working in mixed ability pairs.

Guided task

- Keeping in role and working in pairs, pupils have a statement from the placard and two or three blank strips.
- Elaborate on initial statement – writing to extend and elaborate on key idea.
- Using whiteboards, children generate and record their ideas on strips of paper.

Plenary

- Display statements and supporting evidence in 'For' and 'Against' columns.
- One pair of children from each of the opposing viewpoints to show and discuss the key statement giving additional evidence and comments.
- Whole class to evaluate effectiveness and persuasive style, e.g. use of emotive language, force, opinions and questions.

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Unit 1 Persuasive Writing: Animal Rights

Lesson 2

Lesson objectives

- to construct an argument to persuade others of a point of view,
- to use connectives to link clauses within sentences and to link sentences in longer texts.

Shared whole class work

- Revise features of persuasive writing – listed in previous shared reading sessions. Use p. 154 *Grammar for Writing* as prompt sheet.
- Draw attention to list of connectives. (See Cool connectives.)
- Generate frame for this argument. Statement to open will be different depending on viewpoint. (See Writing frame and Text 1: Opening statements.)
- Shared writing: write a speech for a public hearing.
- Model using connectives.

Key points to highlight

Features of persuasive text

- simple present tense,
- mainly logical, e.g. *this shows, however, because;*
- arguments often in the form of points plus elaboration.

Link clauses and sentences using connectives to write complex sentences.

Use a writing frame to support writing.

Independent/guided work

Independent task

General task

- Children work individually collecting and sorting ideas to use on the frame. Then they begin writing the speech.

Guided task

Extension task

- Guided Writing: Teacher has photocopied compilation of lesson 1's ideas on separate 'For' and 'Against' sheets. Work with extension group to sort and organise existing ideas from sheets, adding to them, colour coding for different paragraphs.

Focus group

- Work with additional adult, using a frame to generate a persuasive speech. Additional adult acts as scribe.

Plenary

- Evaluate opening sentences.
- Write on whiteboard. Evaluate sentences, e.g. use of connectives and clauses. Improve sentences.



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Unit 1 Persuasive Writing: Animal Rights

Lesson 3

Lesson objectives

- to construct an argument to persuade others of a point of view;
- to use connectives to link clauses and sentences (see pp. 130–1 *Grammar for Writing*);
- to investigate clauses.

Shared whole class work

- Use teacher-constructed sentences or examples from children's work to show how connectives could be used to make more complex sentences.
- Use a sentence from a text earlier in the week to investigate clauses.
- Remind class of suitable endings.

Key points to highlight

- Edit to improve sentence structure.

Independent/guided work

Independent task

General task:

- Children complete their speeches from previous lessons, using non-fiction checklists level 4 and 5.
- Use response partner.

Extension task:

- Highlight places to use expression, intonation, etc., in preparation for presentation.

Guided task

- Teacher works with chosen group to re-read work so far and further develop text.
- Additional adult continues to work with focus group, making sure sentences make sense and practising use of simple connectives.

Plenary

- More able children read their speeches.
- Whole class choose an effective sentence. Discuss.
- Evaluate general features of a persuasive text.

Extended writing time allowed for finishing speeches, preparing for public hearing and making placards.

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Unit 1 Persuasive Writing: Animal Rights

Lesson 1 example

Teaching	Teaching and learning strategies
Objectives Teacher: <i>In this lesson we're going to investigate the use and structure of persuasive language. We are going to come up with ideas that will help us to write a persuasive speech later this week.</i>	
Shared whole class work T: <i>I want you to imagine that a group of animal rights campaigners have protested about the circus that has just arrived in your town. They claim that it is wrong to exploit animals in this way.</i>	
Teacher in role as animal rights campaigner. <i>Ban the use of animals now! What right have you to humiliate animals in this way?</i>	Teacher in role
Take points from children in role as circus owner.	Children in role
T: <i>Now I'm going to ask half of you to take the role of circus owners and half of you to be animal rights campaigners. I want you to use your whiteboards to come up with a demonstration placard to use outside the town hall where a meeting has been called.</i> Refer to Text 1: Opening statements	In pairs – mixed ability Time out
T: <i>Let's see what you've come up with.</i> Lead feedback, e.g.: <i>I like the way you've used short phrases/emotive language.</i> <i>Have you always told the truth? Why/why not?</i> <i>Can we think of any phrases that are even more expressive than ...?</i>	Show me
T: <i>What I want to do now is to use these phrases and these key ideas to make sentences that put our case more clearly. We will need to organise these passionate views into an argument. Let me give you an example:</i> <i>You said 'Stop exploiting animals!' We can expand this adding 'By treating animals in this way you are degrading them.'</i>	Drama – alternately shout out protests/ points of view

Teaching	Teaching and learning strategies
Key points to highlight T: <i>This is an example of how writing changes for different purposes. Short, snappy and emotive for a demonstration, more structured in sentences for a public speech.</i>	Highlighting key points
Independent task General task Hand out a strip of paper to each pair. T: <i>You now have your strip of paper with a sentence on it. I want you to back this statement up with more ideas to develop your point of view. Look at this example on the flipchart:</i> The animals are caged for long periods of time. (Original strip) 1. These poor creatures spend hour after hour locked in an unstimulating environment. 2. How can anyone be so cruel as to confine these large animals in such small, tight spaces? Take your own sentences and two blank strips to develop your argument. Extension task: Give children extra strips to develop two or three statements if necessary.	Modelling
Guided task Focus group: Works with teacher to generate ideas. Teacher records group's ideas on strips. (Use whiteboards.)	Teacher models/ supports/scribes.
Plenary T: <i>Let's have two pairs with opposite viewpoints. Blu-Tack your original statements here and add your supporting statements. Explain what you did.</i> <i>Can everyone see the link? Have they used any persuasive techniques? (emotive vocabulary, questions, exclamations).</i> <i>I would like everyone to display their strips in these 'For' and 'Against' columns.</i>	

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Unit 1 Persuasive Writing: Animal Rights

Lesson 2 example

Teaching	Teaching and learning strategies
Objectives Teacher: We are going to use what we know about persuasive texts together with the material you generated yesterday, to write a winning speech for the public meeting (Animals Rights Campaigners versus Circus Owners). We are going to concentrate on using connectives to improve our writing.	
Shared whole class work T: What do we need to remember when writing a persuasive text? Let's look at the checklist we made. We can also look at our prompt sheet. (p. 154 Grammar for Writing)	Prompt sheets
T: Remember we need to think about a range of sentences – some using the connectives we've investigated. (Cool connectives)	Time out (pairs) Whiteboards to come up with suggestions
T: So, we're writing a speech to put forward our point of view – forcefully! How should we start if we are circus owner or if we are an animal rights campaigner? (Text 1: Opening statements)	
T: Now, we need to think how our argument might develop, using some of our persuasive phrases and cool connectives. I'm going to suggest this – you can use this frame or adapt it slightly. (Writing frame)	Teacher models
T: I am going to take the role of circus owner and begin to plan my speech, using the frame. Write: 'I am outraged by the proposal that the circus should not be allowed to have animals. I have owned a circus for twenty years.'	Teacher models
T: Let's look at these two sentences. Can I incorporate the two – using as I could use it as a connective between the two sentences – or at the beginning. Which sounds best? Write: 'As a circus owner of twenty years, I am outraged...'	

Teaching	Teaching and learning strategies
T: Why is 'outraged' better than 'upset'? Continue to model writing and suggest linking some sentences. Key points to highlight T: Can you see how we are following the frame for a persuasive text? (layout, tense). T: How have we used connectives?	Highlighting key points
Independent task General task: T: In your independent work, I want you to work individually, using the writing frame, the relevant opening for your character and the material we have available. I have photocopied everyone's statements from yesterday (and their supporting evidence). You'll need the sheet that matches your character – circus owner or campaigner. Remember to write some complex sentences to add interest to your writing. You want to convince people that you have thought this through carefully.	Sorting material Organising material Highlighting Colour coding
Guided task T: I am going to work with a group, sorting and organising existing ideas. An additional adult works with focus group, using the writing frame.	Scribing
Plenary Evaluate opening sentences. T: What are the best features of these sentences? Can we improve them in any way? Have they used connectives, clauses?	Improving

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Unit 1 Persuasive Writing: Animal Rights

Lesson 3 example

Teaching	Teaching and learning strategies
Objectives	
Teacher: <i>By the end of this lesson we should have written persuasive speeches with examples of emotive language, questions and complex sentences.</i>	
Shared whole class work	
T: <i>I've written some more sentences on the board since yesterday. But I'm not totally happy with them. Can you help me turn some of these simple sentences into complex ones?</i>	
For example: 'The animals are well looked after. They are fed and groomed everyday. / The animals, fed and groomed every day, ...'	Demonstration
T: <i>How can I link this sentence to the previous paragraph?</i>	
Look at some ideas of sentences from texts used previously.	
Look at a sentence from half of the children.	
Can they be improved?	
T: <i>As I work through the text I need to think of a good ending.</i>	
Can anyone help?	
Key points to highlight	Highlighting key points
Sentence structure	
Improving work	
Emotive ending.	
Independent task	
General task:	
T: <i>I want you to work on finishing your speeches and concentrate on an emotive ending.</i>	
Extension task:	
Children use checklist cards prepared by teacher to see if their work meets requirements of level 4/5.	
Children use response partner and prepare speech for presentation by highlighting where to use expression, etc.	

Teaching	Teaching and learning strategies
Guided task Teacher works with chosen group. Read work so far and further develop text to improve writing. Additional adult continues to work with focus group, making sure sentences make sense and use at least one example of a connective to improve text.	Additional adult scribes
Plenary Read speeches and evaluate. Choose effective sentences. T: <i>Have they followed the general features of a persuasive text?</i>	

- Extended time needed for finishing speeches, making placards, preparing for and holding public hearing.
- A future lesson could be a discursive essay looking at both points of view.

Text 1: Opening statements

Circus Owner

We are outraged by the proposal that animals should be banned from circuses.

Animal Rights Campaigner

We strongly believe that the use of animals in circuses should be banned.

Text 2

Whose side are you on?

The animals have been taken out of their natural environment.

We develop the animals to their full potential.

Acting for an audience takes away the animal's dignity.

The animals are happy and contented.

The circus would still exist without animals.

The animals are caged for long periods of time.

The animals have first-class care and attention – they are part of our family.

Our livelihood depends on the circus having animals.

Text 3: to be cut up into separate statements

The animals have been taken out of their natural environment.



We develop the animals to their full potential.



Acting for an audience takes away the animal's dignity.



The animals are happy and contented.



The circus would still exist without animals.



The animals are caged for long periods of time.



The animals have first-class care and attention – they are part of our family.



Our livelihood depends on the circus having animals.

Cool connectives

Causal

because
therefore
thus
so
as a result
consequently
thanks to
then
in view of

Temporal

then
next
in due course
up to that time
before
at first
to begin with
meanwhile
at the same time

Contradicting

but
on the other hand
against that
instead

Contrasting

however
yet
nevertheless
in contrast

Referring back

the above
those

Referring forwards

as follows
the following
in this way

Writing frame

Opening statement:

Firstly, a major concern/reason is...

Secondly,...

A further point is that...

In conclusion...

Remember to use:

- connectives
- emotive language
- an appeal to the listener, e.g. a question or exclamation.

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Year 5 Booster Units

Unit 2 Persuasive Writing: The Three Little Pigs

Summary and context

The main aim of this unit is to allow children to explore points of view in writing and how points of view can influence the reader. Through these lessons, the children investigate opinion, fact, bias, ambiguity and half-truth.

By the end of the unit, the children can produce a version of an event, from a set character's point of view. A model frame, produced in shared writing, will enable the children to use persuasive techniques in their own independent work.

The text selected in this instance was *The True Story of the Three Little Pigs* by Jan Scieszka. This is a story told from the point of view of the wolf as a parody of the traditional tale of *The Three Little Pigs*, a tale the children were familiar with. Any familiar tale could be used to promote children's exploration of a character's point of view, leading to discussion and persuasive writing.

Overview of objectives

Target statements for writing	NLS Framework objectives
Style: sentence construction ■ Adapt or rearrange sentences in relation to text type, using subordinate clauses to add information, to give reasons and to explain.	Y5 T3 S2
Style: language effects ■ Use appropriate grammatical features for different text types.	Y5 T3 S2
Purpose and organisation ■ Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however</i> , <i>therefore</i> , <i>next</i> , <i>meanwhile</i> . ■ Interest the reader through, for instance, including the narrator's viewpoint, the use of humour, gaining suspense through delay, or use of specific detail.	Y5 T3 S7 Y5 T3 T2 Y5 T3 T17
Process ■ Edit in relation to audience and purpose, enhancing or deleting, justifying choices. ■ Map text structure and lines of development.	Y5 T3 T3 Y5 T3 T13

Outcomes

- To explore point of view and how that can influence the reader.
- To construct an argument, to persuade others of a point of view.

Homework

- Teachers will need to supply discussion texts containing persuasive language. Children look for ambiguity, half-truth and bias.

Suggested text

The True Story of the Three Little Pigs, Jon Scieszka (Puffin)

Letter written to the Big Bad Wolf by a solicitor representing Little Red Riding Hood taken from *The Jolly Postman*, Janet and Allan Ahlberg (Puffin)

Resources

- The opening of *The True Story of the Three Little Pigs*
- Whiteboards and dry-wipe pens
- *Daily Pig* (attached) or an article written from a character's point of view
- Questions on *Daily Pig* article written by Piggy Trotter (attached)
- Individual copies of article used in shared work for children's use
- Flashcards containing words on, and definitions of, *ambiguity*, *half-truth*, *bias* and *opinion*
- Extracts from discussion texts containing persuasive language (for homework)
- Selection of stories which will offer the children the opportunity to investigate a range of points of view

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Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 1

Lesson objectives

- to understand how writing can be adapted for different audiences and purposes;
- to identify the point of view from which a story is told;
- to compare writing which persuades;
- to examine the use of ambiguity, half-truth and bias.

Shared whole class work**Shared reading**

- Discuss the story of *The Three Little Pigs*.
- Read the beginning of *The True Story of the Three Little Pigs*.
- Compare both versions.
- Identify the 'voice' in *The True Story of the Three Little Pigs*. List its modes of persuasion.

Sentence level

- Identify how sentences have been constructed for the purpose of persuasion.
- Select one or two sentences and extend.

Key points to highlight

- Writing is adapted for the purpose of the content.
- An author or narrator's point of view can affect our opinions.
- Writing can be persuasive. Points of view can influence the reader.

Independent/guided work**Independent task****General task**

- Read an imaginary letter in order to explore how the writer achieves a sense of formality to influence the reaction of the reader.

Guided task

- Continue to read the story started in shared reading. Investigate a point of view, identifying and listing the language effects used.

Plenary

- Clarify definitions of the following words: ambiguity, half-truth, bias and opinion.
- Children to present the outcomes of their independent investigations.
- Complete reading of *The True Story of the Three Little Pigs* and look for examples of ambiguity, half-truth, bias and opinion.

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Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 2

Lesson objectives

- to understand how writing can be adapted for different audiences and purposes. Note use of vocabulary and sentence structure;
- to change point of view, look at a situation from another point of view: a different character or perspective;
- to compare writing which persuades;
- to examine the use of ambiguity, half-truth and bias.

Shared whole class work

- Recap on previous lesson.
- Refer to words and definitions written on flashcards that were used in the previous lesson.
- Put up *Daily Pig* article on OHP and read together; children to identify point of view, highlight evidence.
- Identify audience and purpose in article. Discuss sentence construction. Note use of vocabulary.

Key points to highlight

- Select vocabulary to interest and catch the attention of the reader.
- Are you using opinions, ambiguity, bias or half-truth?
- Take different viewpoints when you've decided whom you are trying to persuade.

Independent/guided work

Independent task

- Read and compare article with the wolf's version of events.
- Discuss points of view. Compare sentence construction. Express personal preference with evidence from what has been read. Put forward own point of view.

Guided task

Focus group:

- Read a newspaper article and discuss the language effects using a framework of prepared questions.

Plenary

- Evaluate the article from questions framework. How effective was the article?

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Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 3

Lesson objectives

- to use connectives to link clauses within sentences and to link sentences in longer texts;
- to change point of view – describe a situation from another perspective or from another character's point of view;
- to construct an argument to persuade others of a point of view.

Shared whole class work

Sentence level

- Identify the features of connectives. Examine sentences with connectives (highlighted in bold print).
- As a class, collect words or phrases that can be used to link sentences.

Shared writing

- Refer to lesson 1 and 2 objectives and link with today's writing objectives.
- Write a first person account of an event using children's ideas and justifying choices.

Key points to highlight

- Words and phrases which can be used to link points and sentences.
- When writing from a particular point of view, it is important to persuade the reader that your version is the true version.

Independent/guided work

Independent task

- Write from the Third Little Pig's point of view.

Guided task

- Write from Mother Pig's point of view.

Plenary

- Read and evaluate a child's account.

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Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 1 example

Teaching	Teaching and learning strategies
Objectives Teacher: Today we are going to investigate how we write from different viewpoints. First I want us to discuss the story of The Three Little Pigs. Then we will need an account of the events of the story from the viewpoint of the Wolf.	
Shared whole class work T: Let's remind ourselves of the story of The Three Little Pigs. Emphasise that the traditional story is told from the point of view of the pigs	Recap through direct questions and invitation to contribute
T: Now we are going to read together the beginning of The True Story of the Three Little Pigs. Shared reading.	Clarify ideas
T: Remember, the author writes the story and the narrator is the voice. Check that children are clear that the voice/narrator is the wolf.	Time out in pairs Listing key ideas
T: I want you to list the ways the wolf tries to make us believe his point of view. How does he try to gain our confidence and trust? Discuss with a partner. Include: - how the wolf uses evidence and reason; - how he captures the reader's interest; - how he leads the reader to believe that what he says is agreed by everyone; - how he sounds friendly; - how he 'tugs at the heart strings'.	Discussion and feedback – giving reasons for views
T: How does the wolf try to turn the traditional tale on its head? Do we believe him? If so, why? Has the wolf – the narrator – affected how we view the events of the traditional tale? Which parts of the story, if any, could begin to influence your view? Could what he is saying be true?	

Teaching	Teaching and learning strategies
T: Look at the sentences in the extract. What do we notice about the length of each sentence? The sentences are short. T: The sentences are short. Why do you think this is so? T: Who is the wolf's audience? What is the purpose of his version of events? The sentences are direct. T: Look for language used that is persuasive. T: Now we are going to select one of the sentences in the extract. We are going to extend the sentence, we are going to add more detail. With children extend sentence and write up. T: Is this sentence we have written effective? Would our extended sentence suit the wolf's purpose? T: An author or narrator's point of view can affect our opinions. We change the style of the writing to make the reader see an event 'our way'.	Text marking and note making Highlighting key points
Independent task General task: T: Read the letter written to the Big Bad Wolf from a solicitor representing Little Red Riding Hood (from <i>The Jolly Postman</i> by Janet and Allan Ahlberg). Mark where the writer is using words and phrases to convince the reader of the seriousness of the situation. With a partner, discuss and choose three of your examples. Write some notes that will help you explain why you chose them (to be used in the plenary).	Paired discussion Note making Preparation
Guided task Continue to read the story started in shared reading. Children point out how the wolf continues to try to persuade the reader that his version is true. Children state whether or not they believe the wolf, quoting four examples of language that support their opinion. Annotate text.	Investigate through discussion and questions
Plenary T: We are going to read the following four words and then read the definitions for them. Opinion, ambiguity, half-truth and bias.	Silent reading to recap

Teaching	Teaching and learning strategies
T: Now we are going to complete the reading of The True Story of the Three Little Pigs. Read.	
T: Remember your reading of the definitions. Let's start with 'opinion'. Whose opinion is given in this story? Take responses.	Offering opinion
Teacher selects some of the pairs from independent work to present their explanations.	Presenting ideas
T: I want you to think about why writers use opinion, half-truth, ambiguity and bias. When would you use each of them? What would you be trying to do? Trying to get the reader on your side. Using humour. Drawing the reader along. Sounding friendly. Making your opinion sound attractive.	Teacher evaluating – modelling response
	Reference to prior learning
Homework	
T: Here is an extract I want you to read. Highlight persuasive language. Look for ambiguity, half-truth and bias.	

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■ Year 5 Booster Units

**Unit 2 Persuasive Writing:
The Three Little Pigs****Lesson 2 example**

Teaching	Teaching and learning strategies
Objectives Teacher: Today we are going to read an article written for a newspaper. The article was written after the verdict was announced from the trial of the wolf. We are going to explore point of view, persuasive language and how writing is adapted for different audiences.	Recap objectives
Shared whole class work T: Yesterday we read the wolf's version of events of the story of The Three Little Pigs. His version tried to persuade us that he was the innocent party. He wanted to influence us, so he tried to make the writing very persuasive. T: Let's read the words and definitions we discussed in yesterday's plenary. We may want to consider these words when looking at the article we are going to read today. Put up the article by Piggy Trotter on OHP. T: Where would an article like this appear? Is the purpose of the article to inform or persuade? Discuss responses. T: Let's read this article; we will stop at various points to discuss it. Read together. T: Whose opinion is put forward in this article? How do we know? Give each child their own copy of the article. T: With a partner I want you to look at the article and see if there are any examples of ambiguity, half-truth or bias. Highlight any examples. T: Can you share with the class what you have found? Take responses.	Recall key points using 'definition cards' Teacher demonstrating Time out in pairs

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Teaching	Teaching and learning strategies
T: <i>What is the purpose of this article? Who is the author's intended audience? What do we notice about the length of sentences?</i> T: <i>Look at the first paragraph. What do we learn from the last section: 'As the verdict...shared by many'? In the second paragraph, what is the meaning of 'At last justice has been exercised!'?</i> T: <i>Vocabulary has been selected to interest and catch the attention of the reader. Different viewpoints can be used to persuade. An event or situation can be explored from different characters' points of view.</i>	Highlighting key points
Independent task T: <i>Re-read the article by Piggy Trotter. Make comparisons between the article and A. Wolf's version of what happened. Does Piggy agree with the wolf's account? How does the writing in the article differ?</i> Sentences longer and more complex. Different viewpoint. In groups of three or four, children discuss whose version they believe. Children mark text, identifying where the same incident is recorded in both texts. Children also mark the words or phrases that help to lead the reader to take a view.	Backing up with evidence from text Discussion Text marking Comparing text
Guided task Focus group: T: <i>Re-read Piggy Trotter's article, discuss the article using the list of questions (attached) as a guide. Note down brief answers to each question.</i>	Responding to questions on the text Teacher modelling note making – leading children to make their own notes Making notes on the text
Plenary Put up the article on the OHP. T: <i>Let's look at these questions. Does the article contain facts? Does it contain opinions? If it contains more than one opinion, who do these opinions belong to?</i> Take responses. T: <i>Let's compare today's article with the wolf's version. Do we believe one particular viewpoint? Why?</i> Lead children to discuss whose viewpoint they believe. Their views should be backed up with evidence.	Comparing evidence Using evidence to support an opinion Expressing a viewpoint

Year 5 Booster Units

Lesson 3 example

12

Teaching	Teaching and learning strategies
<i>Whilst we are writing I want you to refer to the list of connectives we have made together. We can use these connectives when linking our sentences. Now let's set the scene.</i> <i>The neighbour must be somewhere in their home or garden in order for them to see what happens.</i> <i>We need to decide if the neighbour favours the First Little Pig's version or the wolf's version.</i> <i>Make a decision.</i> T: Give me your ideas. I will scribe down your account as we go. Keep the children focused. T: Let's read back over what we have written. Is the account based on fact or opinion? It is mainly factual but it is definitely from a particular point of view. T: When we are writing there are a variety of words and phrases we can use when linking sentences. When writing a version or an account of an event it has to be from a particular point of view. If you want the reader to believe your version, then the writing has to be persuasive.	Teacher scribing and explaining decisions Evaluating ideas Re-reading to check effect and meaning Highlighting key points
Independent task Children write a version from the Third Little Pig's point of view.	
Guided task T: Write from Mother Pig's point of view. Firstly, discuss how Mother Pig must have felt when she heard the news of what the wolf had done. <i>How did she hear about it?</i> <i>Where was she when she heard?</i> <i>How did she feel?</i>	
Plenary T: Remember, the focus for today's lesson was to persuade readers that your version of an event was true. I also wanted you to refer to the list of connectives when writing, in order to use a variety of words to link your sentences. Select a child to read their account of events from Mother Pig's point of view. T: How persuasive is this piece of writing? What elements of the account do we agree with or disagree with? Can we identify connectives used? (List these.) Is there a variety? Could we suggest more suitable connectives? Writing can be more interesting, depending upon connectives. Writing can also be improved by the way they are used.	Presentation

Daily Pig

Wednesday 22 November

By Piggy Trotter

VERDICT - GUILTY!

The jury at Durham Crown Court announced their verdict at the end of the trial of A. Wolf (he prefers to be **FONDLY** known as Al). Al was found guilty of the harassment of the Three Little Pigs. As the verdict was announced an overwhelming cheer echoed around the courtroom. Oinks of sheer delight were shared by many.

The prosecution team, led by Piggy Parker, were delighted by the result. Miss Parker declared, "At last justice has been exercised!"

The innocent, harmless pigs won the day. The scoundrel, Al, will now be punished for his unscrupulous, wolfish behaviour. "Revenge is sweet," snorted Miss Pig, with glee!

The defence team, led by Foxy Ramsey, were immensely disappointed by the outcome. Foxy Ramsey issued the following statement, "A great injustice has been bestowed upon our client. Mr. Al is devastated by the result."

The defence team were jeered at as they left the courtroom. One person in the courtroom referred to them as a 'pack of liars'. They were extremely subdued as they retreated to their den. What little hope they had of victory, was now gone. They never really had a strong case. Mr. A. Wolf was quite obviously guilty. It was clearly evident that he was determined to ruin the lives of the peace-loving pigs. During the trial 'Al' tried to portray himself as a caring soul. He claimed he only wanted to borrow a cup of sugar from the pigs. (What a sweetie!)

Whilst giving evidence, he said that, the Pigs' homes were destroyed by his uncontrollable sneezing. Mr. A. Wolf claimed that he had a terrible cold. He wanted us to believe that as he approached the homes of the Pigs, his nose

twitched and before he could say, "Bless me," he sneezed, puff, down fell the houses.

Has Mr. Wolf heard of 'Beechams Cold Capsules'?

Judge Porky Panting beamed with joy as the verdict was announced. He thanked the foreman of the jury and then sentenced A. Wolf to 7 years. He issued a warning to all would-be pig stalkers. He said that pigs must be allowed to live life without harassment. He warned wolves to beware.

"Any wolf out there," he cried, "who wants a cup of sugar, should do what any other decent animal would do - go to the local **SUPERMARKET**!"

And so oink all of us!

Questions on *Daily Pig* article written by Piggy Trotter

1. Does Piggy Trotter write an unbiased account of the events of Mr. A. Wolf's trial?
2. Is there any evidence that indicates how Piggy Trotter feels about the verdict? List your findings.
3. List all of the adjectives that are used to describe Mr. A. Wolf.
4. Does Piggy Trotter like Mr. Wolf? How do you know?
5. Do you think Piggy Trotter believes him?
6. Do you think Piggy Trotter joined in with the 'Oinks of sheer delight'?
7. What is the meaning of 'they retreated to their den'?
8. At the end of the article is there any sympathy for the wolf? If not, how do you know?
9. Write the definitions for the following words:

ambiguity
half-truth
bias.

Use a dictionary to help you.

Oink, oink to success!

The National Literacy Strategy

■ Year 5 Booster Units

Unit 3 Historical Recount

Summary and context

This unit is designed to explore the features of historical recounts. Pupils examine the use of the past tense, connectives and paragraphing, and the careful choice of vocabulary to add detail and description in the context of creating a historical recount related to an episode of history that they have studied recently in class.

Overview of objectives

Target statements for writing	NLS Framework objectives
Style: sentence construction ■ Select appropriate word order in sentences to create interest and to increase precision, clarity and economy.	Y4 T2 S3
Style: language effects ■ Use well-chosen phrases and vocabulary to engage the reader.	
Purpose and organisation ■ In non-fiction, elaborate the basic structure of text types in order to make writing more effective in relation to audience and purpose.	Y4 T1 T24 Y5 T1 T24
Process ■ Map text structures and lines of development.	
Outcomes ■ Pupils produce a historical recount.	

Resources

- Historical text 1: *Francis Drake and the Voyage of The Golden Hind* (attached)
- Historical text 2: *The Spanish Armada* (attached)

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The National Literacy Strategy

Year 5 Booster Units

Unit 3 Historical Recount

Lesson 1

Lesson objectives

- to establish the key features of a well-written historical recount.

Shared whole class work

- Shared reading and analysis of a historical recount, e.g. *Francis Drake and the Voyage of The Golden Hind*.
- Use discussion and text marking to identify key features of a historical text, e.g.:
 - introduction
 - chronological sequence
 - use of connectives
 - formal style
 - past tense
 - conclusion.

Key points to highlight

- Historical recounts need to begin by indicating clearly to the reader the time and context in which the episode is set.
- The sequence of events needs to be described in the order in which things happened.
- Connectives are needed to show the order of events (e.g. 'on the following day') and the link between events (e.g. 'as a result').

Independent/guided work

General task:

- Children work in groups to reassemble an example of a historical recount which has been cut into sections.

Focus task:

- Teacher works with focus group to revisit key features of a historical recount.

Plenary

- Evaluation of responses to general task, focusing on strategies used and highlighting the role of connectives.

**The National
Literacy Strategy****Year 5 Booster Units**

Unit 3 Historical Recount

Lesson 2

Lesson objectives

- to be able to write the opening of a historical recount which shows clearly the time and context in which the episode took place.

Shared whole class work

- Teacher demonstrates the writing of the opening paragraphs of three different historical recounts.

Key points to highlight

- Dates need to be indicated or implied.
- The writer needs to set the scene for the reader, by describing the relevant background or context.

Independent/guided work

General task:

- Pupils compose the opening paragraph of a historical recount, based on brief notes about a historical event they have studied recently in class.

Focus task:

- Teacher works with focus group on guided composition of opening paragraph.

Plenary

- Evaluation of a selection of pupils' work, against the criteria established in the shared work.
- Add key points about opening paragraphs to style sheet begun in lesson 1.

**The National
Literacy Strategy****■ Year 5 Booster Units**

Unit 3 Historical Recount

Lesson 3

Lesson objectives:

- to complete a historical recount, using paragraphs to demarcate the key points and using appropriate connectives to show the sequence of events.

Shared whole class work

- Revisiting *Francis Drake and the Voyage of The Golden Hind* from lesson 1.
- Text marking and analysis.

Key points to highlight

- Use of a preliminary outline plan of the key 'scenes' in the recount.
- Use of paragraphs to help reader follow events.
- Use of connectives to show time sequence.

Independent/guided work**General task:**

- Pupils continue the recount that they began in lesson 2, using the style sheet as a checklist to aid composition.

Focus task:

- Teacher guides pupils in the composition of an outline plan or provides pupils with a ready-made outline plan and guides them paragraph by paragraph.

Plenary

- Evaluation of some recounts against the criteria established in the lesson.

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The National Literacy Strategy

■ Year 5 Booster Units

Unit 3 Historical Recount

Lesson 1 example

Teaching	Teaching and learning strategies
Objectives Teacher: <i>Today we will be learning how to write a historical recount – that's a recount of an episode that happened in history.</i>	
Shared whole class work T: <i>Let's start by looking at an example of a historical recount. It's about Francis Drake and his famous voyage in the Golden Hind.</i>	
Shared reading of <i>Francis Drake and the Voyage of The Golden Hind</i> .	Demonstration
Teacher demonstrates text marking to highlight key features of a historical recount. Write these key features up as a list: introduction which tells the reader what the recount is about; events described in the order in which they happened; use of connectives to help readers follow the sequence; formal style; past tense; conclusion.	Text marking Highlighting key points
Independent task T: <i>Now I'm going to give you another example of a historical recount, but I've cut this one up into sections. I want you to work in pairs to see if you can work out the sequence in which this recount was written. Use the list we have just made to help you work out the sequence.</i>	
Distribute cut-up sets of historical text 2 <i>The Spanish Armada</i> .	Analysis Sequencing
Guided task Work with focus group on fully assembled text of <i>The Spanish Armada</i> .	
Distribute copies of the text and, through discussion and text marking, identify within the text the features identified in the shared session on <i>Francis Drake and the Voyage of The Golden Hind</i> .	Reviewing key points in a new context
Plenary Evaluate responses to independent task. Identify strategies and cues used in the task. Emphasise the role of connectives.	
	Reflection

The National Literacy Strategy

Year 5 Booster Units

Unit 3 Historical Recount

Lesson 2 example

Teaching	Teaching and learning strategies
Objectives Teacher: Yesterday, when we made our style sheet about historical recounts, the first point on our list was that there is usually an introduction, which tells the reader what the recount is about. Today we're going to learn more about those introductions.	
Shared whole class work T: Most historical recounts start by making it clear to the reader when the event happened. This often means using dates. Let me show you an example. I'm going to write a historical recount about one of the most famous shipwrecks in history – the sinking of the Mary Rose. I'm going to start by saying exactly when that happened: Write: 'On 19 July 1545 the Mary Rose was wrecked at sea.' T: Now, that introduces the subject. It tells the reader two things: when the wreck happened and what the name of the ship was. But I want to improve it in two ways. I'll add some detail and some description. Edit to: 'On the morning of 19 July 1545 the Mary Rose was the grandest ship in Henry VIII's navy, but by the end of the day she was lying wrecked on the seabed.' T: Now, I said I would add some detail and some description – tell me what I have added by way of detail and what I have added by way of description. Additional detail: 'On the morning of'. Description: 'the grandest ship in Henry VIII's navy...by the end of the day she was lying wrecked on the seabed.' T: So, what is the effect of the changes I've made? The significance of the wreck is made clear. The suddenness of the wreck is hinted at.	
	Explanation
	Demonstration
	Analysis
	Evaluation
	Explanation

Teaching

Teaching and learning strategies

T: *Setting the scene in a historical recount often means starting with a date. In this piece about the Mary Rose I've begun with a very specific date. But sometimes when you're writing a historical recount you can't be so precise. You might for instance be telling the story of something that happened over a long period of time. But you still need to give the reader some sense of when it happened. I'm going to show you how I might start a piece about the building of the railways in Victorian times.*

Write: 'The Victorian period was an age of inventions, and one of the most important inventions of all was the railway engine.'

Text searching

T: *What words here tell the reader when my recount is set?*

T: *The Victorian period is not a precise date, but a time covering a large number of years. Other examples: In Ancient Egypt... In Roman Britain... In the Middle Ages...*

Explanation

T: *Do you remember that in my opening about the Mary Rose shipwreck I did more than just say when it happened? I tried to show the reader something of the significance of the wreck. Have I done anything similar here about the railways?*

Evaluation

Scene setting: the reader is given some general historical background, e.g. 'The Victorian period was an age of inventions...'

T: *One more example, another shipwreck.*

Write: 'Towards the end of the 19th century, shipping companies began to compete with one another to build bigger, better and faster ships. On 10 April 1912, the *Titanic*, the most luxurious liner ever built, set off on her maiden voyage.'

Demonstration

T: *Now, I've done something here that is a bit like the start of the Mary Rose piece, but I've also done something that is like the start of the piece about the railways. What have I done?*

Analysis

Scene setting: the first sentence provides general historical background.

Introduction of the subject: the second sentence provides details and some initial description.

T: *Today we've learned something that we can add to yesterday's style sheet. The first point was: an introduction which tells the reader what the recount is about. We can now add to that point.*

Teaching	Teaching and learning strategies
Amend yesterday's style sheet so that it reads: introduction which <i>shows the subject of the recount and shows its place in history</i>; events described in the order in which they happened; use of connectives to help readers follow the sequence; formal style; past tense; conclusion.	Making a list
Independent task T: Now you're going to write the opening paragraph – just the opening paragraph – of a historical recount. Use the style sheet and the examples I've written, to help you. For the subject of this opening paragraph, select a historical event that the class has studied recently.	
Guided task Work with focus group on guided composition of opening paragraph, rehearsing sentences orally before they write.	Supported composition
Plenary Evaluate some of the opening paragraphs.	Evaluation

The National Literacy Strategy

□ Year 5 Booster Units

Unit 3 Historical Recount

Lesson 3 example

Teaching	Teaching and learning strategies
Objectives Teacher: Today we're going to see how to use paragraphs in a historical recount and look at the way in which connectives help the reader to see how things happened.	
Shared whole class work T: Let's look again at the piece about Francis Drake and The Golden Hind. Revisit text used in lesson 1. T: There are seven paragraphs in this recount. The first paragraph is the introduction; it sets the scene. The second paragraph tells the reader about the start of the voyage. I'm going to call this paragraph 'The Journey Begins'. The next paragraph is about The Golden Hind, so I'll call this one 'Drake's Ship'. In pairs look at the next paragraph and think of a word or a few words to describe the main idea. Take children's ideas, then continue with next paragraph and so on until you have eventually built up a list similar to this one: Introduction The Journey Begins Drake's Ship A Terrible Storm Capturing Treasure The Journey Home Conclusion T: What we have worked out is really an outline plan of the recount. We have found out the plan by examining the text, but if we were writing the text we would start by writing the plan. The plan is helpful not only because it helps you to think out the main ideas you are going to write about, but also because it helps you to plan your text into paragraphs.	
	Analysing
	Generating ideas
	Summarising the main idea
	Building a list
	Explanation

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Teaching	Teaching and learning strategies
T: Now we are going to look at the recount again and this time I want you to notice how the writer has shown the reader the passing of time. In pairs, see if you can spot the words the writer has used to do this.	Time out – paired reading
Take children's ideas and highlight the text accordingly, e.g. 'after some months'.	Contributing ideas Highlighting
T: This phrase is the connective. It helps to link or connect parts of the recount together so that the time sequence is clear. In this piece a lot of the connectives occur in the same sort of place – what's that?	Explanation
Early in the paragraph. Point out that connectives can come anywhere within a paragraph, e.g. in paragraph 2, 'after some months' comes towards the end.	
T: Now we can add some more detail to our style sheet. Revise style sheet so that it reads: introduction which shows the subject of the recount and shows its place in history; events described in the order in which they happened; separate paragraph for each main idea; use of connectives to help readers follow the time sequence; formal style; past tense; conclusion.	Listing
Independent task T: Now you are going to continue the recount you started yesterday. The first thing you need to do is to make an outline plan. Remember that you need just a word or phrase to remind you of what that paragraph is going to be about. When you start to write don't forget to refer to the style sheet.	Planning Use of prompt sheet
Guided task Work with focus group to generate an outline plan or provide the group with a ready-made plan and guide the group on the composition paragraph by paragraph.	Planning Supported composition
Plenary Review and evaluate some of the work from the independent task.	Presentation Evaluation

Historical text 1

Francis Drake and the Voyage of The Golden Hind

During the reign of Queen Elizabeth I, many important voyages of discovery were made by sailors in search of new routes, new lands to conquer and treasure to plunder. One of these voyages was made by an English sailor, Francis Drake, in his ship *The Golden Hind*.

On 13 December 1577 Francis Drake set out from England with five ships. He sailed across the Atlantic Ocean until he reached the coast of South America. The voyage was full of danger and some of the ships were not strong enough, so after some months Drake abandoned two of the ships and continued with just three.

Drake's own ship was originally called *The Pelican*, but on the voyage he decided to rename it *The Golden Hind*.

Nearly a year after leaving England, Drake found a way to reach the Pacific Ocean, through a passage called the Straits of Magellan. Unfortunately, when they reached the Pacific Ocean the ships found themselves in great danger from a terrible storm. The seas were so fierce that one of the ships was destroyed.

After two months the storm came to an end and Drake was able to head northwards along the coast of South America. The ships were now passing through waters that were usually used by Spanish ships, but those ships did not normally meet any enemies there and so Drake was easily able to attack and capture the Spanish ships. Many of them were laden with treasure, which Drake happily seized.

At last Drake's voyage took him almost to the top of North America where he found a harbour in which he could carry out some repairs to *The Golden Hind*. Once the ship was ready again Drake sailed westwards across the Pacific and into the Indian Ocean. From there he could sail into the Atlantic and then head back to England.

He arrived home in September 1580. His voyage had lasted nearly three years and he was the first English sailor to lead a voyage that went right the way around the world.

Historical text 2

The Spanish Armada

In May 1588 Spain was the most powerful country in the world. King Philip II of Spain was determined to conquer England and become its King. He ordered a large number of ships to be prepared to set sail and invade England.

At first Queen Elizabeth I ignored the rumours of a Spanish invasion, but soon she came to realise the great danger the country was in and she made sure that England would be prepared for a battle. Eventually the Spanish were ready and over 100 ships set sail towards the English Channel.

As soon as the Spanish ships were seen from the English coast, fires were lit on the hills as a signal that the invasion was coming. When the Spanish ships got close enough the English navy closed in and a great sea battle began.

Once the battle began it was obvious to the Spanish that they would be defeated. Not only did the English sailors have stronger and more powerful ships, they also made terrifying use of fire ships - boats that were deliberately set ablaze and then sent in amongst the Spanish fleet.

At last the battle was over. A few Spanish ships escaped and eventually reached home, but many were sunk and to this day some of their wrecks still lie on the seabed in the English Channel.

The National Literacy Strategy

Year 5 Booster Units

Unit 4 Recount: Newspaper Reports

Summary and context

This set of lessons uses newspaper-style reports of flooding. Given the weather around the UK in the winter of 2000/01, pupils should have plenty of direct or indirect experience to apply. All the resources needed (except for *Grammar for Writing*) are included with the set of lessons, but teachers may wish to write their own opening paragraph for lesson 3 to make it relevant to their area.

Overview of objectives

Target statements for writing	NLS Framework objectives
Style: sentence construction ■ Write using direct and reported speech.	Y5 T1 S5
Style: language effects ■ Use well-chosen phrases and vocabulary to engage the reader.	
Purpose and organisation ■ In non-fiction, elaborate the basic structure of text types in order to make writing more effective in relation to audience and purpose.	Y4 T1 T24 Y5 T1 T24
Process ■ Map text structures and lines of development.	
Outcomes	
■ Pupils write a newspaper account of an event.	
Homework	
■ To list words that could be used instead of 'said' when reporting speech.	

Resources

- Newspaper report 1: *Village under water* (attached)
- Newspaper report 2: *Six dead as storms sweep country* (attached)
- *Grammar for Writing* pp.154-5, pp.108-9, p.190
- *Newspaper reports: a writer's guide* (attached)

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The National Literacy Strategy

■ Year 5 Booster Units

Unit 4 Recount: Newspaper Reports

Lesson 1

Lesson objectives

- to identify features of recount text using newspaper reports;
- to note how dialogue is punctuated;
- to write short stretches of dialogue, correctly punctuated.

Shared whole class work

- Read newspaper report *Village under water*.
- Identify features of recount (*Grammar for Writing* pp.154–5) e.g. events recounted as they occurred; generally written in the past tense; focus on individual or group participants; use of specific names.
- Use report to revise rules for punctuation of direct speech.

Key points to highlight

- Order of paragraphs of report.
- Punctuation rules for speech, e.g. speech marks enclose the exact words spoken; punctuation belonging to the words spoken goes inside the speech marks; other punctuation goes outside the speech marks.

Independent/guided work

General task:

- Children write short examples of direct speech that might have been spoken by some of the people mentioned in the newspaper report.

Focus task:

- Teacher works with focus group to create examples of direct speech from some of the villagers affected by the flood described in the newspaper report.

Plenary

- Take some of the examples the children have generated. Discuss the correct placing of punctuation and evaluate.

Homework

- Make a list of words that could be used in a newspaper report instead of **said**. The lists will be used in the next lesson.

**The National
Literacy Strategy****Year 5 Booster Units**

Unit 4 Recount: Newspaper Reports

Lesson 2

Lesson objectives

- to understand difference between direct and reported speech.

Shared whole class work

- Make quick list of alternative words for **said** from homework.
- Re-read the *Village under water* article.
- Use role-play to demonstrate conversion of direct speech into reported speech.

Key points to highlight

- Differences between direct and reported speech.

Independent/guided work

General task:

- Children refer back to the quotations they created in lesson 1 and change them into reported speech.

Focus task:

- Teacher works with focus group guiding the pupils in turning the quotations they created yesterday into reported speech.

Plenary

- Consider some examples of the work done independently. Discuss and evaluate.

**The National
Literacy Strategy**

■ Year 5 Booster Units

Unit 4 Recount: Newspaper Reports

Lesson 3

Lesson objectives

- to write a recount in the style of a newspaper report.

Shared whole class work

- Revision of features of recount text.
- Teacher demonstration of the composition of the first two paragraphs of a report of a flood in the local area. Second paragraph to include both direct and reported speech.
- Introduction of *Newspaper reports: a writer's guide*.

Key points to highlight

- Features of recount text.
- Importance of plan, particularly to map sequence of events.
- Selecting events for significance/interest.
- Use of detail to enliven the report.
- Use of specific names to create authenticity.
- Using direct speech and linked punctuation.
- Using reported speech – no speech marks.
- Using conclusion to round off the report.

Independent/guided work

General task:

- Children work individually to continue report started in teacher demonstration.

Focus task:

- Teacher supports the focus group in their planning, and guides the pupils in the composition of their reports.

Plenary

- Examples of reports are shared, discussed and evaluated.

**The National
Literacy Strategy**

□ Year 5 Booster Units

Unit 4 Recount: Newspaper Reports**Lesson 1 example**

Teaching	Teaching and learning strategies
Objectives Teacher: <i>Today we are going to look at a newspaper report and see how the reporter has written it. There is quite a lot of speech in this report, so this is a good opportunity to make sure you all understand exactly how speech is punctuated.</i>	
Shared whole class work Give out copies of <i>Village under water</i> and have one on A3 or OHT. Read article to class.	
T: <i>What is this article all about?</i> Take suggestions.	Classifying
T: <i>Why do you think the reporter began the article this way?</i> Setting the scene, getting reader's attention.	
T: <i>Let's re-read the rest of the article and jot down a few words to remind us what each paragraph is about.</i> Teacher re-reads article, stopping after each paragraph to take suggestions as to what the paragraph is about.	Summarising Listing
T: <i>Looking at our list, how has the reporter planned the article?</i> Take suggestions. (See pp.154–5 <i>Grammar for Writing</i> for purpose, generic text structure and sentence/word level features.)	
T: <i>The reporter has spoken to a lot of people and included things they told him or her. I want you to find all the bits with speech marks.</i> Children point out passages in speech marks. Teacher highlights them on A3 or OHT copy. Children could also highlight on their copies.	Highlighting

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Teaching	Teaching and learning strategies
T: Let's look at this first bit of speech. Notice how the comma separating 'daze' from 'she said' is inside the speech marks. Then the speech marks re-open for 'I haven't slept', then the exclamation mark at the end of 'more' is also inside the speech marks. The punctuation for what Ann says goes inside the speech marks showing us what she said.	Explanation
Independent task T: These floods affected a lot of other people. I want you to imagine what they might have said. Write it down using speech marks and all the other necessary punctuation. Choose different people, such as the vicar, a four-year-old child, a shopkeeper, a firefighter, a police officer or a young mother. Sometimes put who was speaking at the beginning, and sometimes put it at the end of what they are saying.	Composition
Guided task Focus group: T: We are going to look at what Tom said. Show from 'I thought' to 'before' enlarged onto A3 (or on an OHT). Children have own copies, one between two. Go through all the punctuation, where it is placed and explain why, for example, but has a small b. T: Now I want you to think up what a young mother in the village might have said. Teacher scribes, gets the children to put who is speaking in the middle, and helps them put in the punctuation. Do several examples.	Teacher scribing
Plenary T: Who would like to share one of their bits of speech with us? Child reads, teacher scribes, child puts in the punctuation. Teacher takes examples from each group. T: It's rather boring if a newspaper report keeps on using the word 'said'. It makes the report more interesting if the writer finds some good alternatives. For example, in paragraph 6 of Village under water the reporter could have written "This is a dangerous time for the very young and the very old," warned Dr Hazel Bryan...". For your homework I want you to make a list of words that could be used in this newspaper report instead of 'said'.	Reporting back

The National Literacy Strategy

■ Year 5 Booster Units

Unit 4 Recount: Newspaper Reports

Lesson 2 example

Teaching	Teaching and learning strategies
Objectives Teacher: <i>Today we are going to take another look at the flood report and see how the reporter has handled what people have said. That is, has the reporter used their actual words – direct speech – or has he or she told us what they said – reported speech?</i>	
Shared whole class work T: <i>Let's list all those words you found as alternatives for 'said'.</i> Teacher scribes as children give suggestions. Give out copies of <i>Village under water</i> and have one on A3 or OHT. Read newspaper report to class.	Making suggestions
T: <i>We have already highlighted the parts where someone is speaking. This time, when I read the newspaper report to you, I want you to put your hand up each time you hear about what someone has said but the reporter has not used speech marks.</i> Read the article. Highlight in a different colour than the direct speech all the reported speech sections. Children could also highlight their copies in a second colour.	Text marking
T: <i>What is the difference between the parts we highlighted today and the parts we highlighted yesterday?</i> What was said but not the exact words. No speech marks. Actual words spoken demarcated with speech marks. Tense, person, subordinate words, word order changes, punctuation is different. (See pp.108–9 and p.190 <i>Grammar for Writing</i>.)	Analysing
T: <i>How could the reporter have told us what Ann said without using her exact words?</i> Take suggestions.	Offering ideas
T: <i>Yes that's right, 'Ms Milton said that she was in a bit of a daze. She went on to say that she had not slept for 26 hours, that this was the village's third flood in 10 months and that she did not think she could take any more.'</i> Go through article changing direct speech into reported speech.	

Teaching	Teaching and learning strategies
T: <i>We're going to do a role-play. You are going to be the villagers and I'm going to be the reporter asking questions.</i> Teacher selects children to be different people in the village.	Role-play
T: (To shopkeeper) <i>So was there much damage to your stock?</i> Child replies.	Modelling
T: (Turning to rest of class) <i>The shopkeeper told me that the water came up to her ankles and all the magazines on the bottom shelf were saturated.</i> When the children get the idea, they take it in turns to be the reporter turning direct speech into reported speech.	Talk partners
Independent task T: <i>Turn back to the quotes you wrote yesterday. Today I want you to turn them into reported speech. Remember, you will not be using speech marks and you will have to write things like 'Mr Green said that...' or 'The police officer informed me that...'.</i> Extension task: Read the article <i>Six dead as storms sweep country</i>. Using two different colours, highlight the direct and reported speech.	Giving instructions
Guided task Work with focus group guiding pupils in turning the quotations they created in the previous lesson into reported speech.	
Plenary T: <i>What are the five things we have to think about when changing direct speech to reported speech or vice versa?</i> Make list from suggestions: tense, person, subordinate words, word order and punctuation. (See pp.108–9 <i>Grammar for Writing</i>.)	Making suggestions Building a list

The National Literacy Strategy

■ Year 5 Booster Units

Unit 4 Recount: Newspaper Reports

Lesson 3 example

Teaching	Teaching and learning strategies
Objectives Teacher: <i>This week we have looked at the way a newspaper report is set out. We have also looked at how reporters show what people they have interviewed have said, either by using direct speech or by using reported speech. Today you are going to write your own report. I'll start you off, and then you will finish the report.</i>	
Shared whole class work T: <i>Before we start we need to remind ourselves about all the various features of recount text. What is the purpose of recount text?</i> Take suggestions and list the different aspects of recount text as a reference for the children.	Revising
T: <i>That's right. To retell events. How is it structured?</i>	Highlighting key points
T: <i>Yes. The opening paragraph sets the scene. Then we have the events in chronological order, or an order where they follow naturally from one to another. Finally comes the closing statement to round things off.</i>	
T: <i>We are going to write about a flood in this area. This is how our flood reports will start.</i> Teacher scribes first few sentences (adapt to suit own local circumstances):	Teacher demonstration
<i>'The heavy rains of last night made rush-hour traffic come to a standstill this morning when the road under the railway bridge on South End Lane flooded. Hundreds of commuters were late for work when they were re-routed to avoid the 50cm-deep water that had gathered under the bridge.</i>	
<i>'Police officer Perkins, in charge of the diversions, said, "We are doing our best to keep the traffic moving, but delays are inevitable." He warned motorists not to try driving under the bridge as they might damage their engines.'</i>	

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Teaching	Teaching and learning strategies
T: When you are writing, I want you to refer to this list and use it to make your writing as interesting as possible. Show and talk through <i>Newspaper reports: a writer's guide</i>. The opening of the report could be prepared in advance on strips of paper to be pasted into the pupils' books. Then the reports would be complete without the children having to spend time copying before they started their own writing.	Highlighting key points
Independent task T: Now it is your turn. Carry on from where I have left off. Remember to make your reports as interesting as possible. Take a few minutes to plan your reports. What events will you include? Who will be in your report? Where/what else in the area might you want to write about? Why did/might certain things happen?	Paired writing Planning Use of prompt sheet
Guided task Support the focus group in its planning and guide the pupils in the composition of their reports.	
Plenary T: I would like to hear how some of you continued the report. Choose children to read their next two paragraphs. Give praise and pointers for improvement. T: Now let's hear some closing statements. Choose children to read their final paragraph. Give praise and pointers for improvement.	Presentation Evaluation

Newspaper report 1

Village under water

When she should have been asleep in bed last night in Thropford, Ann Milton was knee-deep in water in her front room.

She had spent the night moving her possessions to the safety of the upper floor of her home. The water had been creeping under her front door since 10pm, but as the clock struck 4am she felt the water of the flooded River Taw start to seep over the tops of her wellington boots. At that point she gave up.

"I'm in a bit of a daze," she said wearily. "I haven't slept for 26 hours. This is our third flood in 10 months. I don't think I can take any more!" Ann went to join her neighbours in the shelter of the village hall.

Tom Wilkins, who has lived in the village all his life, said that he had never known anything like it. "I thought the floods of last Christmas were bad enough," he said, "but last night the water came higher than it ever has before." He said that he did not know how he was going to face the months of drying out his home.

Of the 15 families washed out of their homes, 6 have children under 5 years old.

"This is a dangerous time for the very young and the very old," said Dr. Hazel Bryan, the

local GP. She went on to say that many diseases are water borne and that muddy river water that has flowed along streets and mingled with water from drains and sewers is particularly dangerous. She warned, "People should boil all their drinking water, or only use bottled water."

Another casualty has been the village school. The school caters for children under 11 years from the surrounding area. They still do not know the extent of the damage, but it is expected that the school will be closed for at least 2 months.

Reverend Thomas, whose church, St. Peter's, is on the highest point in the village, has opened up the church hall as a refuge. Camp beds are being set up at one end and a temporary schoolroom at the other. Rev. Thomas and his wife, Sally, are kept busy in the kitchen area making hot drinks.

"I'm only glad we are able to help," said Sally. She added that everyone was trying to stay cheerful, but for some, the horror of it all had not really sunk in yet. "Once the waters recede and people go back to their homes and they see the mess the muddy river water has left behind, that's when the real work will start. That's when us lucky ones will need to give all the support we can."

31 October 2000

Six dead as storms sweep country

The worst storm for a decade caused widespread chaos to road and rail, killed six and left thousands without shelter last night. Many are now asking if Britain is paying the price of unchecked global warming.

Torrential rain and winds of up to 90 mph uprooted trees, blocked roads and cut electricity supplies across southern England and Wales.

The coast of West Sussex was hit twice within 48 hours when a twister devastated parts of Bognor Regis and a tornado ripped through a caravan park in Selsey. Further along the coast thousands of ferry passengers were stranded in mid-channel when vessels were unable to dock at Dover.

Last night a tanker started leaking dangerous chemicals into the English Channel when the Italian ship *Levoli Sun* was overcome by high seas. The crew was airlifted to safety.

Shops, banks and schools were closed as people failed to get into work. A spokesman for the Environment Agency announced, "We have issued 25 severe flood warnings across Wales and southern England." He went on to say that dozens of rivers had already burst their banks, making it necessary for lifeboats to be sent to rescue people from their flooded homes 30 miles inland.

In Yorkshire, the first blizzards of the winter coincided with flash floods. The severe weather this week comes at the end of a month of record rainfall and an exceptionally wet September. It is the recipe for disastrous flooding which scientists predicted two years ago when studying the possible effects of global warming on Britain.

Yesterday Mary Hodge, head of the UK Climate Programme, warned, "These events should be a wake-up call for everyone in Britain to consider how we are going to cope with climate change."

Jenny Smith, from the Weather Centre, said, "We have had a 0.6 degree Celsius rise in temperature in the last century, and extreme events have now started to happen with greater frequency. How are we going to cope when it goes up 2 degrees Celsius?"

The government, which is becoming increasingly concerned at the number of flooded properties, is expected to issue a ban on new building on floodplains.

The spokesman for the Environment Agency said, "No new building should happen on floodplains." He added that any developer building new homes should also be responsible for building flood defences.

Newspaper reports: a writer's guide

- Make a plan. What happened? When? Who was involved? Where? Why? (Try making a flowchart to sequence events.)
- Choose events that are significant, give interest or amuse.
- Use details to bring incidents alive.
- Use specific names of people, places, objects, etc., to help convince the reader that the report is real.
- Use direct and indirect speech to personalise the events.
- Write a good concluding statement to round off the events.

The National Literacy Strategy

Year 5 Booster Units

Unit 5 Recount: Police Report

Summary and context

This unit looks at a recount text in a form that is not often used in schools – a police report. It enables pupils to consolidate skills previously covered in recount work and apply them in a context which is unfamiliar and intriguing. The written outcome for pupils is a police report written from information in the form of witness statements.

Overview of objectives

Target statements for writing	NLS Framework objectives
Style: sentence construction ■ Select appropriate word order in sentences to create interest and to increase precision, clarity and economy.	Y4 T2 S3
Style: language effects ■ Use appropriate grammatical features for different text types.	Y4 T3 S4
Purpose and organisation ■ Adapt writing to be concise and clear, and use an impersonal style.	Y5 T2 T22
Process ■ Map text structures and lines of development.	
Outcomes ■ Pupils write an account of an event in the form of a police report.	

Resources

- Police report (attached)
- Transcript of a police interview with witnesses (attached)
- An example of a teacher demonstration (attached)

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Unit 5 Recount: Police Report

Lesson 1

Lesson objectives

- to revise the key features of recounts;
- to identify some key points in a transcript of an interview.

Shared whole class work

- Read police report (example attached).
- Identify relevant text type: recount.
- Revise key features of recount texts.
- Evaluate shared text for clarity.

Key points to highlight

Recount texts usually:

- describe events as the writer believes they really occurred;
- use the past tense;
- describe events in chronological order;
- use connectives that signal time;
- focus on individuals or groups;
- include vital details;
- use specific names.

Independent/guided work

General task:

- Children, in pairs, read a transcript of an interview between a police officer and two witnesses. They identify and record four key points:
 1. What happened?
 2. Who did it?
 3. When did it happen?
 4. Where did it happen?

Focus task:

- Teacher works with focus group to identify the main pieces of information from this witness report in order to write a recount.

Plenary

- Each pair compares findings with another pair.

**The National
Literacy Strategy****Year 5 Booster Units**

Unit 5 Recount: Police Report

Lesson 2

Lesson objectives

- to understand how connectives are used.

Shared whole class work

- Remind class of work done in lesson 1 (using a transcript of an interview with witnesses).
- Children work in pairs to organise the four key points (What? Who? When? Where?) into an introductory sentence for a report.
- Select four sentences, discuss and evaluate.
- Remind class of meaning of term 'connectives' and their use.
- Children search the police report used in lesson 1 for connectives.
- Text marking to highlight connectives found.

Key points to highlight

- A connective is a word or phrase that links clauses or sentences. It is used to link ideas, for example by indicating time passing or by explaining.

Independent/guided work**General task:**

- Children re-read interview transcript, identifying main events and listing them in the order in which they happened.

Focus task:

- Teacher works with focus group to identify main events and compose short sentences to summarise those events.
- Conclude by discussing appropriate connectives to use in those sentences to highlight sequence.

Plenary

- Children work in pairs to compare their lists of main events.
- Then whole class review of main events identified.

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**The National
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Unit 5 Recount: Police Report

Lesson 3

Lesson objectives

- to begin to be able to write a recount in the form of a police report, using connectives, past tense and chronological order and including vital details.

Shared whole class work

- Revise main features of a recount.
- Teacher demonstration: write the introductory paragraphs of a police report based on the interview transcript used in lessons 1 and 2.
- Teacher scribing: children work in pairs to create opening sentence of third paragraph.
- Choose examples, discuss and evaluate.
- Select best example and add it to paragraphs written up so far.

Independent/guided work

General task:

- Children individually continue the police report started in the teacher demonstration.

Focus task:

- Teacher works with focus group as they continue the police report started in the teacher demonstration, guiding them to include key elements.

Plenary

- Choose examples, discuss and evaluate.

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■ Year 5 Booster Units

Unit 5 Recount: Police Report

Lesson 1 example

Teaching	Teaching and learning strategies
Objectives	
Teacher: <i>Today we will be revising how to write recounts and how to make them clearer for the reader.</i>	
Shared whole class work	
Display police report (example attached). Read to class.	
T: <i>Remembering all the work we have done on non-fiction text types, I want you to look at the clues in this text and decide what text type it is.</i>	Analysing
Take suggestions.	Making suggestions
T: <i>Let's make a list together of all the things we can remember about how recounts are written and what we need to include.</i>	Highlighting key points
Recount texts usually:	
describe events as the writer believes they really occurred;	
use the past tense;	
describe events in chronological order;	
use connectives that signal time;	
focus on individuals or groups;	
include vital details;	
use specific names.	
T: <i>Now let's look at our list. Who can find examples in our text of these features?</i>	Analysing
Teacher to annotate text.	
T: <i>I said earlier that we would be looking at ways of making recounts clearer for the reader. In pairs I would like you to discuss what the author has used to make this report clearer for the reader. Write down one example on your whiteboard.</i>	Text marking
Teacher to list examples from the class, e.g. chronologically written, clear introduction, connectives, paragraphs.	Paired discussion
T: <i>Can anyone see any part of the report that could have been made clearer?</i>	Listing
Children to share ideas.	

Teaching	Teaching and learning strategies
T: Let's remind ourselves which tense recounts are written in. Look carefully at the first paragraph – what changes do we need to make to turn this into the present tense? Teacher to rewrite part of text in present tense.	Comparing ideas
T: We have learnt that recounts are written in chronological order and in the past tense, and they include details written clearly so that the reader can understand the report. Teacher to scribe these key points.	Highlighting key points
Independent task T: I am going to give you a written conversation between a police officer and two witnesses of a crime. I want you to read through the conversation. I want you to imagine you are the police officer who has got to pick out the main pieces of information in order to write a recount of the events of the crime. I want you, working with a partner, to highlight on the text these four things: what happened, who did it, when it happened and where it happened. When you have done this, write down the information in your books.	Analysing
Guided task Focus group: T: Together we are going to find out the main pieces of information from this witness report in order to write a recount. In pairs, I want you to look at the text that is highlighted. On your whiteboards write down what crime has taken place. Write down when it happened. Write down where it happened and who took part. Children to share ideas. Teacher to scribe correct information.	Teacher scribing
Plenary T: To help us review what we've learnt about recounts today I want to hear you tell another pair in the class the four key pieces of information from this witness account. Children to share information with another pair.	Talk partners

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■ Year 5 Booster Units

Unit 5 Recount: Police Report

Lesson 2 example

Teaching	Teaching and learning strategies
Objectives Teacher: <i>Today we will be starting to use the skills we identified yesterday to write our own recount.</i>	
Shared whole class work Display witness report. Recap who, what, when and where . Go through the points highlighted yesterday that are found in a recount.	Revision
T: <i>From the work we did yesterday I want you to think about how you can arrange that information in a clear sentence so as to introduce the reader to the key pieces of information for your recount. Use your whiteboards to record your ideas. Take suggestions. Focus on four ways of rearranging information whilst retaining the meaning. Write them on whiteboard.</i>	Transforming
T: <i>Now I want you to decide which opening you would want to use for your recount. Take suggestions, along with reasons why, e.g. focusing on clarity of recount.</i>	Offering Ideas
T: <i>Now I want you to think about the rest of your recount and about putting together the details of the events in order. From our previous work on linking ideas together in sentences who can tell me the name given to the type of word that is used as a link between ideas? Take suggestions. Focus on connectives.</i>	Evaluating
T: <i>With a partner I would like you to highlight on the police report all of the connectives that you can find. After five minutes share words and phrases found.</i>	

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Teaching	Teaching and learning strategies
Independent task T: Now I would like you to go through your witness report and pick out the main events. Put them in the order that they happened. If you have time, begin to think about which connectives you could use to link the events together. Children to list sequence of events as told by witnesses in their conversation with the police. (Children can work with a partner or individually.)	Sequencing Listing
Guided task Focus group: Guide pupils in identifying main events in witness report. Guide composition of short sentences identifying main events, then revisit sentences and discuss appropriate connectives to add to those sentences to highlight sequence.	
Plenary T: With a partner, share the order of events so that you reach agreement. Share order of events with class.	

Year 5 Booster Units

Lesson 3 example

63

Police report

Date: 15.8.99

Author: Magee 2187

On Tuesday August 6th, three men were involved in an armed robbery of a security van outside the Abbey National office in Lee High Street.

The men were seen by three witnesses who agree that they were of stocky build. Two of the men were over six feet tall and the third was shorter, about 5 foot 7. They all wore hoods which covered their faces and therefore we have no information on their features. Only one man spoke. It is said he spoke in a soft Irish accent, believed to be from southern Ireland. All three men wore dark clothes and two of them had jeans. The only distinguishable feature belonged to the slightly shorter man who had a tattoo on the lower part of his right leg. It is not known what this tattoo was.

It appears the men drove down the High Street in a Ford Fiesta. They were seen waiting in the car by a number of passers-by. As the security van approached, the two men in the back of the car were seen to leave the car and walk along the road towards the Abbey National. Then, when the van stopped, the guards got out and, straight away, the two robbers moved behind them. Each robber was seen producing a gun.

Next, the guards were told to lie on the floor and while one robber watched over them the other took the keys to open the van. While the van was being opened the driver of the getaway car was seen driving, at speed, to the Abbey National. The car stopped behind the van and the money was transferred to the car from the van.

After loading all the money the two robbers jumped back into the car and sped off down the High Street. Another witness spoke of seeing the blue Fiesta in question turn down Arnold Drive. Later the car was found abandoned on the site of the old Odeon cinema.

Neither guard received any injury and there were no shots fired.

Transcript of a police interview with witnesses

Date of Interview: 20/5/00

Detective: Tell us what you both saw this morning. Mrs Woodhall, you start.

Mrs Woodhall: It was terrible - he just didn't care. He walked calmly in and strode right up to the desk.

Mrs Loader: And the other chap, he followed him in, pushed right past me.

Detective: You mean there were two men?

Mrs Woodhall: Yes, very tall as well, over six foot I'd say, much taller than my Jimmy. And older, in their early thirties I'd say.

Detective: What time was this?

Mrs Loader: About 9.30, I reckon.

Mrs Woodhall: No, no, it was later than that. We went to the supermarket first and didn't leave there until 9.30.

Mrs Loader: Oh that's right. I remember now. We must have got to the bank at about 10 o'clock.

Detective: What happened then?

Mrs Woodhall: Well, I was just about to get my pension money out of my handbag - we do this every Thursday you see - when I heard one of these men, the one with the really deep voice, ask for the money.

Detective: Can you describe him a bit more for us please?

Mrs Loader: I can - my sight is much better than Doreen's. The one who spoke was the taller of the two; he was wearing jeans and a black jumper. I thought it strange because it was a very warm day. Anyway, he was definitely six foot and he had trainers on, designer

probably. He did all the talking while the other chap kept guard by the main door, looking out for the police probably. He asked for the money and the bank girl screamed. Poor thing. She only looked like a youngster.

Mrs Woodhall: There was a bit of screaming you know - that's when the second chap by the door panicked. He had jeans on too, but not with a jumper. He had a hooded jacket. He took a gun out and started waving it around. No need for that really, because there were only four people in there. Two old-age pensioners and a mother with her baby aren't going to do much, are they officer?

Detective: Please carry on.

Mrs Loader: Well, the manager came out then. He looked like a young 'un too. He did stay calm though; he opened the safe and gave them their money. I don't know how much.

Detective: Half a million.

Mrs Woodhall: Oh my, that is a lot!

Detective: What happened when they got the money?

Mrs Loader: They told us to lie down and keep quiet for five minutes or we'd get it!

Mrs Woodhall: It took me nearly five minutes to lie down; my back's not as good as it used to be, you know.

Detective: And then?

Mrs Woodhall: Well they ran out. That's all we know. You lot turned up ten minutes later, after it had all happened. Too late as usual.

Detective: We were chasing them down the High Street. When we arrived at the bank two men were seen fleeing down Burridge High Street, so we gave chase. Unfortunately they got away. Anyway, you have both been very helpful. Let us know if you think of anything else that might help us. We'll let you know when we have caught them.

An example of a teacher demonstration: showing the first paragraph of a report based on the transcript of the police interview with witnesses

An armed robbery took place at Barclays Bank on 20 May 2000. While four customers were waiting to be served, two men entered the bank at approximately 10am. After pushing past those customers, one of the men kept watch by the door while the other man went up to the desk. When the cashier was ordered to hand over money the manager opened the safe and then gave half a million pounds to the robbers.

The National Literacy Strategy

■ Year 5 Booster Units

Unit 6 Discussion Texts: Cross-Curricular Issues

Summary and context

The children should have previous experience of discussion texts; this is to be reviewed at the start of day one. The children should have attempted writing a discussion text before beginning the unit. Teachers should have a range of topics available. It is likely that they will want to make links with QCA Schemes of Work, e.g. History topics such as: 'Should the Elgin Marbles be returned to Greece?' 'Should the Pope have given Henry VIII a divorce?' 'Was the Roman invasion good for Britain?'.
All lessons are designed so that they are easily differentiated for a range of abilities.

Overview of objectives

Target statements for writing	NLS Framework objectives
Style: sentence construction ■ Adapt and rearrange sentences in relation to text type, using subordinate clauses to add information, to give reasons and to explain.	Y5 T2 S3
Style: language effects ■ Use appropriate grammatical features for different text types.	Y6 T2 S2
Punctuation ■ Use punctuation effectively in a range of text types.	Y5 T2 S5
Purpose and organisation ■ In non-fiction writing, elaborate the basic structure of text types in order to make writing more effective in relation to audience and purpose.	Y4 T3 T16/22
■ Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however, therefore, next, meanwhile</i> .	Y5 T3 S7
■ In non-fiction, apply features of non-fiction types for use in other curriculum subjects, e.g. instructional texts for technology.	Y5 T3 T21/24

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Outcomes

Work completed during this unit will enable children to recall and use key features of discussion text, having internalised the writing frame. This will lead to an extended piece of writing that will be evaluated and edited in lesson 3. The audience and purpose of the discussion text will be dependent upon the chosen topic or issue.

Homework

- Pre-task work, to identify issues to use for shared writing.
- Research on chosen topic or issue.

Resources

- Relevant discussion texts including historically appropriate documents
- Prepared texts incorporating key features: example 1 on OHP, example 2 on individual sheets or transparencies for children
- Cards containing arguments for and against the topic or issue selected for lesson 1

**The National
Literacy Strategy**

■ Year 5 Booster Units

**Unit 6 Discussion Text:
Cross-Curricular Issues****Lesson 1****Lesson objectives**

- to recognise format, features and language of introductions and conclusions in discussion texts.

Shared whole class work**Shared reading**

- Look at a range of introductions and conclusions and highlight key features.

Sentence level

- Shared writing of introduction.
- Focus on sentence level and punctuation, e.g. *simple present tense, logical connectives, movement from the generic to the specific.*

Key points to highlight

- Begin with statement of issue to be discussed, outline argument.
- Sum up arguments for and against, giving evidence.
- A conclusion must contain your reason.

Independent/guided work**Independent task**

- Children choose an issue, selected during whole class discussion and write a conclusion.

Guided task

- Focus group works with teacher or additional adult to write conclusion to their chosen issue.

Plenary

- Focus group to present their conclusion to class.
- Discussion to decide on the strength of evidence, stressing the importance of giving reasons for the conclusion.

**The National
Literacy Strategy****Year 5 Booster Units**

Unit 6 Discussion Text: Cross-Curricular Issues

Lesson 2

Lesson objectives

- to revise the features of a discussion text and use them to write an argument.

Shared whole class work**Shared reading**

- Examine a selection of for and against arguments on a range of issues.

Sentence level

- In shared writing create for and against arguments using bullet points, colons, numbers or letters on chosen issue.

Key points to highlight

- Points must be balanced.
- Words and phrases selected to persuade.
- Use of first and third person.
- Appropriate punctuation.
- Identify opinion and bias, versus fact.

Independent/guided work**Independent task**

- Use a writing frame to structure a discussion text based on a chosen issue.

Guided task

- Play a memory game: matching cards then identifying the issue.

Plenary

- Introduce issues for a piece of extended writing to be done in another lesson, for example QCA *Schemes of Work*: History Unit 14: 'Should the Elgin Marbles be returned to Greece?'.

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**The National
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Unit 6 Discussion Text: Cross-Curricular Issues

Lesson 3

Lesson objectives

- to edit and redraft extended writing discussion text. To restructure for and against bullet points into cohesive paragraphs.

Shared whole class work

- Use examples from children's extended writing to join points from two sentences into one using connectives.
- Model shared writing of complex sentences.

Key points to highlight

- More sophisticated format involves use of two paragraphs (one for, one against).
- Connectives support the logic of the piece.
- A complex sentence can be used to present both points of view.

Independent/guided work**Independent task**

- To edit or rework the previous lesson's piece of writing (for and against arguments) into a more polished form.

Guided task

- To write a discussion text using the checklist produced in shared writing.

Plenary

Role-play: parliamentary debate on chosen issue.

**The National
Literacy Strategy****Year 5 Booster Units****Unit 6 Discussion Text:
Cross-Curricular Issues****Lesson 1 example**

Teaching	Teaching and learning strategies
Objectives Teacher: <i>We are going to remind ourselves about the key features of a discussion text and then look closely at introductions and conclusions.</i> <i>The purpose of a discussion text is to present arguments and information from different viewpoints.</i> Invite children to turn to partner and see how many key features they can remember.	
Shared whole class work T: <i>Let's write up as many as we can remember.</i> Scribe key features onto a checklist. T: <i>I want you to work with your partner and read through these examples of introductions and conclusions. Highlight the main features of each. Remember to ask each other the reason for highlighting each feature.</i> T: <i>OK, let's list what we have found from our study of these examples.</i> Teacher to list on board features identified by children: Introductory paragraph begins with a statement explaining the issue. It contains an indication that there is more than one side to this argument. It sometimes gives a hint as to the strongest case. The conclusion recaps the issue and the opposing sides. It often emphasises the strongest case, either in first or third person. Some examples do not choose one side or the other but suggest that the issue is still debatable. T: <i>Can someone choose an issue from the list? We'll begin with the title then I want us to write the introduction together. Can we have some ideas for a good title for this issue?</i> T: <i>What is the first thing we need to think about for our introduction?</i> Direct question to collect information from the class. Children use the checklist to find 'statement explaining the issue'.	

Teacher scribing

Children work in pairs –
response partners

Listing

Teacher highlights
chosen issue

Teacher to scribe

Teaching	Teaching and learning strategies
T: <i>Well done. How can we state our issue? Remember that we could refer to ourselves – ‘When we are considering the issue of...’ – or we could use a less personal approach: ‘It is often suggested that ...’.</i> Children discuss ideas in pairs and offer them. Teacher chooses from pupils’ contributions and explains the choice. The completed statement is written up on OHP or board.	
T: <i>Now we need to suggest two different points of view on this issue, so what are two possible points of view?</i> Two possible viewpoints are explained by the teacher, rehearsed orally and stated in written form.	Teacher demonstration and modelling
T: <i>I want you to work with your partner and compose one or two sentences that suggest two points of view about this issue. Remember my example. I used present tense and used ‘however’ as a connective.</i> Children compose a statement for their introductory paragraph. Teacher takes contributions, chooses and explains the choice as it is written up.	Re-read to check for accuracy and effect
T: <i>Let’s read through our introduction so far. Are we all happy with that or would anyone like to suggest changes?</i> Children respond and explain why their suggestions will improve the statement then piece is amended accordingly.	
Independent task T: <i>For independent work you are going to write at least one introduction of your own from a selection of issues. These are your choices...</i> Read options from board. T: <i>Remember your checklist for the features of an introduction. The teacher should be certain that key points are included on the checklist.</i> T: <i>Check the time when you begin each one and record how long it takes you to write each one. You have 20 minutes to write them all.</i>	
	Children setting own work challenge

Teaching	Teaching and learning strategies
Guided task T: <i>Can we remind ourselves about the key features of a concluding paragraph?</i> Children respond, making reference to list. T: <i>We are going to work together to write the conclusion to one of the issues on the board. Which issues would you like to choose and why?</i> Reach a group consensus. T: <i>Let's first of all think about the opposing sides of this issue.</i> Teacher leads brief discussion demonstrating note making using key words to recap arguments for and against. T: <i>Now we'll circle the strongest arguments in our notes.</i> Lead the group to agree a conclusion to the issue and direct them to write the first sentence of the final paragraph. T: <i>How can we indicate that we are writing the final paragraph?</i> Use connectives such as 'finally', 'in conclusion', 'having studied both sides', etc. T: <i>I want you to begin your paragraph with, 'Having examined both sides of the arguments I think that...because...'</i> Stress the importance of stating a reason. Encourage children to read through their sentences. Support children's work by comparing and generalising, isolating weaknesses, recapping on lesson objectives and supporting improvement. Teacher leads group to write an alternative ending.	Revising Teacher demonstration Teacher models process
Plenary T: <i>Let's see which were the popular issues. Put up your hand if you chose issue 1.</i> Invite one child from the guided group to present their conclusion to that issue. Respond to the conclusion, checking that it has all of the elements highlighted. T: <i>I want you to turn to your partner and decide on the arguments you would need to go through to get from this introduction to that conclusion.</i> <i>You've got two minutes to jot down some key words. Will your evidence support this conclusion?</i> Flag up the checklists again.	Children reflect on contributions and purpose of task Paired discussion Using evidence in support

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■ Year 5 Booster Units

Unit 6 Discussion Text: Cross-Curricular Issues

Lesson 2 example

Teaching	Teaching and learning strategies
Objective Teacher should have colour coded the checklist from the previous lesson to group the features into three categories: the way the text appears on the page; words and phrases that indicate a discussion; the way the piece is organised. (See p.154 <i>Grammar for Writing</i> .)	
Teacher: <i>Today we are going to look at the middle section of a discussion text where writers deal with the arguments for and against the issue.</i>	
Shared whole class work Use prepared texts incorporating key features. Put example 1 on OHP and example 2 on individual sheets for children to share.	
T: <i>I want us to read through the arguments for and against some different issues. As we read I want you to think about the ways in which they are presented on the page and the vocabulary that is used.</i>	Investigating text
Teacher and children read through. Teacher leads discussion to cover use of: bullet points, numbers, letters of the alphabet, connectives, persuasive writing, emotive writing, diagrams, illustrations, graphs, fact, opinion and bias. Add to the checklist begun the previous lesson.	Teacher modelling; explanation
	Making contributions to discussion
T: <i>Now it's your turn. Underline the features of a discussion text that you can find in your examples.</i> Children work in pairs to underline the features. Then teacher summarises the main points whilst children respond and check.	Paired work Highlighting key points

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Teaching	Teaching and learning strategies
T: <i>We are now going to look at an issue that we have not studied or discussed yet and we are going to list the for and against arguments for this issue.</i> Teacher introduces the issue and asks for possible arguments. Children write key words onto pieces of paper which are then pinned onto board. T: <i>Now that we have a range of arguments, how do we want to organise them on the page?</i> Take suggestions: - use bullet points, colons or numbers or alphabet, etc.; - match up points for and against so that those opposite each other relate to the same aspect of the issue; - ensure a balance; - highlight fact, opinion, bias, etc.	Teacher scribes or children come forward
Independent task T: <i>You are now going to write the arguments for and against this issue.</i> Remind pupils to ensure a balanced view is presented. Children to work in pairs, each taking one side of the argument. Focus group works with an additional adult.	
Guided task T: <i>Here on the table we have a selection of arguments on a range of issues. There are several matching pairs that give two sides to one issue.</i> <i>You have to take turns to pick up two cards and decide if you have two opposing sides. If you do, you have to identify the issue and you can keep the cards. If you do not, you must put the cards back to the same place and it is the turn of the player next to you.</i> If time allows, pupils can write (shared writing) the introduction/conclusion to one of the issues presented on a matching pair of cards.	
Plenary T: <i>This afternoon in history/geography/science you are going to write a discussion text based on the issue we've just been looking at. What do we need to make sure we have in our writing?</i> Reiterate all aspects of checklist.	Summarising key points

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■ Year 5 Booster Units

Unit 6 Discussion Text: Cross-Curricular Issues

Lesson 3 example

Teaching	Teaching and learning strategies
Objectives	
Teacher: <i>Today we are going to work on the extended writing you produced yesterday afternoon, editing and redrafting it into a more sophisticated format.</i>	
Shared whole class work	
T: <i>I have chosen some examples from your work to show you how we can develop opposing points into complex sentences. Here are some matching, opposing points. Have these examples written out on the board, pieces of paper, OHP, etc.</i>	
T: <i>These are clear arguments for and against. We can change this in two ways. First, we can organise all of the 'for' arguments into one paragraph using connectives. Let's see if we can do this.</i> Teacher and children work together to group arguments using connectives.	Teacher scribing
T: <i>By focusing on two points we can also produce sentences which present the opposing sides. What kinds of connective can we use to do this and how are they different to the ones we used in the last part of the lesson?</i> Highlight difference between connectives such as 'furthermore', 'in addition', 'also', etc., and those that present opposing cases, e.g. 'however', 'on the other hand', 'whilst others suggest that', 'in contrast', etc. Children then work to link two opposing ideas using whiteboards.	
Independent task	
T: <i>You are now going to rework the middle section of your writing from yesterday using one or other of the formats we have looked at today.</i>	

Teaching	Teaching and learning strategies
Guided task T: <i>We are going to work at writing a full text using the method that we looked at in the sentence level work. Our issue is... What do we need to include?</i> Children recap on all of previous work in this supported writing.	Revising Making suggestions
Plenary T: <i>We now have a clear idea about writing texts and we can present our views in a format that you may well be familiar with – a parliamentary debate. The issue of...is being debated in Parliament and we are going to role-play the arguments put forward.</i> Teacher allocates the numbers for the two sides of the argument and chairs the debate.	

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■ Year 5 Booster Units

Unit 7 Taking a Point of View: GM Foods

Summary and context

The three lessons described in this unit could be limited to one week of literacy with an additional extended writing session. Alternatively, the three lessons could fit into a more extensive unit of work, which could either occupy up to two weeks of literacy time or science or geography. The subject area and approach used in this unit would be particularly suitable for the delivery of the citizenship and education for sustainability aspects of PSHE.

The full week of work would begin with the examination of a balanced report on a controversial environmental issue. We suggest using World Wildlife Fund material produced in *Junior Education*. Note making is modelled and children are expected to collect summary arguments from the text representing one point of view. The notes are developed into a structured argument and are shared through debate. The outcome is a balanced 200-word argument complete with a personal recommendation.

The unit is organised as a 'jigsaw'. Children's written work will be done individually. However, there is an expectation of collaborative work en route. Children will work in 'home groups' (their usual literacy groups) and 'expert groups'. They will also work in role for the debate and as government advisers for the final writing.

Overview of objectives

Target statements for writing	NLS Framework objectives
Style: sentence construction ■ Write complex sentences, selecting and using a wide range of subordinators.	Y5 T3 S6
Style: language effects ■ Use language precisely and selectively in relation to text types, for instance to persuade or convey information.	Y5 T3 T15
■ Use appropriate grammatical features for different text types.	Y5 T3 T14

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Target statements for writing	NLS Framework objectives
Purpose and organisation	
■ Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however, therefore, next, meanwhile</i> .	Y5 T3 S7
■ Adapt writing to be concise and clear, and use an impersonal style.	Y5 T2 T22
■ In non-fiction writing, use basic features of text types, such as introductory statements, followed by clear points leading to a conclusion.	Y5 T3 T14
Process	
■ Use different ways to plan writing, e.g. notes and diagrams.	Y5 T3 T18

Outcomes	
■ Individual pupils draft connected prose, developing clauses, using connectives and extending sentences in support of an argument.	
■ Pupils will make effective notes summarising a point of view, initially by highlighting key words in given texts.	
■ Pupils will compile a class dictionary of technical words and generate definitions collectively.	
■ Debate an issue in role.	
■ Balanced summary of arguments, written in role as a government adviser.	
Homework	
■ Make a list of definitions of 'New to me' words.	
■ Investigate the range of vegetables and fruit available at supermarkets and compare cost, origin and appearance of organic with non-organic.	
■ Collect any visible policy statements.	
Suggested text	
'Our World Oceans', World Wildlife Fund, <i>Junior Education</i> October 2000	

Resources

- Background reading for teachers (attached)
- A selection of texts is included with this unit (but teachers might want to use their own):
 - Text 1: *The case for organic farming*
 - Text 2: Reasons to eat organic food
 - Text 3: The GM protesters' case
 - Text 4: The case against GM food
 - Text 5: The case for GM food
 - Text 6: Reasons for supporting the growing of GM crops
 - Text 7: A farmer's point of view
 - Text 8: 'Maximart': a supermarket's point of view
 - Text 9: Memorandum (from the Prime Minister's office)
- *Writing Frames*, Maureen Lewis and David Wray (University of Reading)
- *Grammar for Writing* p.187
- Large card split into alphabetical ranges
- Whiteboards and pens

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Year 5 Booster Units

Unit 7 Taking a Point of View: GM Foods

Lesson 1

Lesson objectives

- (CS) to read a passage and make notes about the key points;
- (CS) to make a glossary of words and compose explanations.

Shared whole class work

- Explanation of the organisation of various groups could be done outside literacy hour. Read memorandum from PM's office (Text 9) to set the scene and set expectations of the task.
- Read an extract from the case for organic farming (Text 1).
- Model taking notes, highlight key words and write as notes.
- Group notes using different coloured pens.
- Identification of technical vocabulary. Work together to create definitions. Begin class dictionary.

Key points to highlight

- Skimming text to make useful notes
- Identifying and collecting technical terms and using notes to construct definitions.

Independent/guided work

Independent task

- Children read text in pairs and discuss main idea.
- Highlight key words and make notes as modelled in shared whole class work.
- Children collect technical vocabulary on Post-it notes as they read.

Guided task

- Teacher joins one of the 'expert groups' to support note making.
- Additional adult supports focus group.

Plenary

- Collect Post-it notes of new technology.
- Work as a class to create definitions, picking up on any misinterpretations.
- Begin to organise this new vocabulary into a class dictionary.

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Unit 7 Taking a Point of View: GM Foods

Lesson 2

Lesson objectives

- (CS) to use notes to help when talking to the whole group.

Shared whole class work

- Using shared notes made in previous lesson, teacher presents an argument to the class.
- Children to work within 'expert groups' and organise their own notes to support a presentation to the class.

Key points to highlight

- Using notes to construct an argument to present to a group.
- The conventions of a debate.

Whole class task

- Children work in five 'expert groups', e.g. supporters of the case for GM food, supporters of the case against GM food, and representatives of the Soil Association, the biotechnology industry and supermarkets.
- Teacher-led introduction to debate.
- Each group to present own argument and debate.

Plenary

- Teacher-led recommendation.
- Modelling final paragraph of a discussion text.

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Unit 7 Taking a Point of View: GM Foods

Lesson 3

Lesson objectives

- to use connectives to link clauses within sentences and to link sentences in longer text;
- to adapt writing for different audiences and purposes by changing vocabulary and sentence structure;
- (CS) to use the technical vocabulary in independent writing.

Shared whole class work

- Teacher uses notes collected in lesson 1 to model how to use notes to write extended text.
- Use connectives to write a range of compound and complex sentences. Have a range of these available on cards.
- Demonstrate writing in paragraphs.
- Continue work from lesson 1 plenary session organising technical vocabulary in alphabetical order and alphabetical ranges (e.g. a–e).

Key points to highlight

- Using connectives in own writing.
- Using notes to write an explanatory text.

Independent/guided work

- Children return to 'home group' (literacy ability group).

Independent task

General task:

- Children write a piece that presents a balanced view of the GM food issue, concluding with a personal opinion.
- Children to organise writing into paragraphs.

Guided task

- Focus group changing notes into text.

Plenary

- Selected children read aloud their reports. Others in class identify whether the piece has a balance of views and where and why connectives are used.

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Lesson 1 example

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Teaching**Teaching and learning strategies****Independent task**

General task:

The teacher should select four or five texts covering a range of aspects (see Resources p.3). Children work in ability groups with the appropriate texts.

Sorting and
cataloguing ideas

T: Now we are going to read a range of texts about GM foods. Working in threes, I want you to discuss the main ideas in your piece. Then, remembering how we highlighted our shared text, one of you must jot down a few key words or phrases to help you to remember the main points in your piece. Another person should keep a list of words you don't know on Post-it notes.

An additional adult supports focus children within their groups.

Guided task

Teacher works with chosen group.

Revisit points made in whole class session, e.g. look for the main points; sort out unknown words; establish meaning from the context of the piece.

Children to work through note making process using whiteboards.

Collect unknown words on Post-it notes.

An additional adult supports focus group.

Discussion partners

Plenary

T: Let's collect the new vocabulary you've found. Each group come and stick your Post-it notes onto this board.

Teacher to read one word and discuss definitions.

Teacher gives each word a definition.

Suggested homework: to make a list of definitions of 'New to me' words.

Teacher to ensure that each child has a copy of their group's notes for next lesson.

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Unit 7 Taking a Point of View: GM Foods

Lesson 2 example

Teaching	Teaching and learning strategies
Objectives Teacher: <i>Today you are going to use the notes you made yesterday to help you prepare a speech to the class. Remember you are an expert.</i>	
Shared whole class work Display notes based on lesson 1. In role, teacher presents an oral argument pointing at notes as each point is made.	
T: <i>Can you hear how I've used these notes and expanded them into sentences?</i> This time write an example, talking through the decisions. Discuss emotive language and repetition of points.	
Teacher demonstrates presentation of argument	
Model writing	
Whole class task Children are arranged into mixed ability 'expert groups'. These must be different 'expert groups' to those in lesson 1. Each group has a representative of more than two different points of view.	
T: <i>Using your notes from yesterday go and join your expert groups. I want you to spend 10 minutes working together to organise a speech, which you'll then present to the rest of the class. Each of you should deliver a part of the speech.</i>	
Role-play Jigsaw method	
Teacher to rotate around groups supporting individual children. After 10 minutes teacher to lead introduction to debate (i.e. in the role of chairperson). Each group presents argument to class and discusses any issues that arise.	
Plenary Teacher (as chairperson) to lead recommendations – summarising main points and coming to a conclusion. Though presented orally this should follow the structure of the concluding paragraph of a discursive text.	

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Year 5 Booster Units

Unit 7 Taking a Point of View: GM Foods

Lesson 3 example

Teaching	Teaching and learning strategies
Objectives Teacher: <i>Today we are going to change the notes you used yesterday to help with your speech – into full sentences. We are going to try to use some of the technical vocabulary – the new vocabulary – in your sentences.</i>	
Shared whole class work T: <i>Can anyone remind me why we grouped the notes together using different colours?</i> <i>To link connected ideas together.</i>	
T: <i>We're going to take this one step further today. We are going to expand our notes into a range of sentences but to make our writing more interesting we are going to use some connectives. Talk to the person sitting next to you, think of some good connectives.</i> <i>Allow about two minutes talking and thinking time.</i>	Discussion partners
T: <i>Let's collect those ideas.</i> <i>Teacher to demonstrate changing notes into text – talk through process explaining word choice, sentence organisation, etc. It will be helpful to have a text prepared.</i> <i>Encourage children to give suggestions.</i>	Listing ideas Modelling and demonstrating writing
T: <i>We've used some technical words here and we've collected some others over the last few days. We really need to organise these so that someone reading your report could find out what these words mean. What should we do? Any ideas?</i> <i>Create a glossary</i> <i>Teacher to work with class organising Post-it notes into alphabetical ranges a–e, f–k, etc. These could then be organised alphabetically as an independent task.</i>	Questioning

Teaching	Teaching and learning strategies
Independent task Provide connectives lists to support writing. <i>T: Working independently I would like you to change your notes into full sentences using the range of connectives and write your piece for the PM.</i> <i>Before you begin see if you can link your notes together using different colours to help. Then try to use this to write in paragraphs.</i>	
Guided task Children work in middle ability groups to link notes into paragraph topics. Teacher to support this process, discussing children's decisions. Children use whiteboards and as a group to produce a shared report using connectives.	Outline strategies Support children to apply these in their writing
Plenary Beginning with guided group ask selected children to read aloud their report. Target questions about connectives used on lower achievers. Ask higher ability to try to improve sentence structure.	

Background reading for teachers

The first farmers

The first people on earth were hunter-gatherers (in other words, they ate what they could find living wild, both plants and animals). The first people we could call farmers lived around 8000 BC. Around this time some people began to stay in one place and grow their own food and keep their own animals.

Since this time people have always tried to improve the way they farmed. Of course as soon as people began to farm they began to observe things and to make choices. They chose plants which were good to eat and animals which could be kept quite easily. By trying different ways of growing different crops, they were soon able to improve the amount of food they could grow in the time they had to spend and on the land they could farm.

Selecting plants

Farmers have always tried to grow more food on the land they have (this is known as increasing the yield). At first this would mean selecting the best plants, saving their seeds and growing the next year's crops from these. It would also mean breeding from the strongest animals. Bit by bit this selection of the best would have made a big difference to the yield of the crop and the size and strength of the animals.

Changing plants

A plant or an animal will breed only with its own species but within a plant species such as wheat or an animal species such as sheep there are many variations. One variety of wheat may be short, another tall. The first may prefer damp land; the second might be able to survive very dry conditions. Normally, a plant will be pollinated by another of the same variety. Sometimes two different varieties exchange pollen and the seeds from this 'mixed' plant will grow into something completely new (perhaps a short wheat which can put up with dry conditions?). This 'mixed' plant is called a hybrid.

Hybrids will be different; they may be weaker than their parents but occasionally they may be stronger. They are accidents of nature but perhaps they can help us.

By 1700 some naturalists had begun to take a big interest in hybrids. Some realised that hybrid plants might help farmers to grow better crops.

Improving plants

Around 1856 a naturalist called Gregor Mendel made a very careful study of plants. He worked out how to breed plants to get the sort of hybrid that you wanted. Instead of just hoping hybrid plants would be bigger or taller, Mendel was able to work out how to breed them. Today we would call Mendel's work genetics. He did not understand how it all happened but he could predict what would happen when two different varieties were bred together.

Using these ideas in the 1900s people began to breed new varieties of plants.

Helping plants to grow

Scientists who study plants are known as botanists. Botanists were not the only scientists working to help farmers. In the last century chemists were also beginning to make a difference (chemists study the effects of chemicals). Chemists began producing chemicals to kill plant diseases and insect pests (pesticides) and to kill weeds (herbicides). They also could make compounds to add to the soil to improve plant growth (fertiliser). If they could afford to buy chemicals farmers began to use them. The combination of specially bred varieties of plants, and herbicides, pesticides and new farm machinery meant that by the end of the 20th century farmers could grow at least three times as much food on the same amount of land as they could in 1950.

Creating new plants

The latest science that could change farming is known as genetic modification (GM). Gregor Mendel knew that plants would sometimes end up like one parent or the other but he did not fully understand how. Scientists now do understand how a plant or an animal (or even a person!) is like its parents. This is not easy to describe simply. Within each cell of every plant or animal is a very complex string of chemicals called DNA. The DNA in each new plant or animal has one half from the male ('father') and one half from the female ('mother'). It is a bit like a zip fastener with two sets of teeth locked together. Every tooth on the zip controls something about the way the plant/animal will look or behave as it grows. Each 'tooth' is called a gene. Every living thing has its own unique set of genes. Scientists have known about this since 1953 and by 2000 they knew exactly the pattern. It is now possible for scientists to take a single gene from one plant and add it to another.

Scientists can now make a brand new plant in the laboratory.

In America and Canada they are already growing maize, soya and tomatoes that have been changed in the laboratory.

Has farming just got better and better?

The answer to this will depend upon who you ask. This is a very complicated question; this is why we are asking for advice.

One thing we do know is that there have been some serious mistakes as well as many improvements.

Many of the earth's earliest people must have poisoned themselves trying out different things to eat. Ever since then people have made mistakes. The latest big mistake was 'mad cow disease' (BSE) caused by feeding cows the wrong things.

The future

The question for us to consider now is do we need to carry on with using new science to produce more food (after all, there will be twice as many people in the world in 50 years' time). Or should we stop messing around with nature and try to grow food in a more natural way?

Text 1

The case for organic farming

(Source: Soil Association)

We believe that we need to make farming sustainable. By that we mean that not only will it be good for the present generation but also it will not do any damage to the earth so it will be good for future generations. We do not think farming is truly sustainable unless it is organic. Organic farming relies upon building up the fertility of the soil naturally so that it can still be farmed like this for years and years to come.

What is organic farming?

It is farming without using herbicides to kill the weeds, or pesticides to get rid of insect pests and plant diseases.

Organic farming relies upon growing plants in well-looked-after soil so that they grow strongly. Pests are dealt with naturally by their natural predators. Strong plants can shake off plant diseases.

The principle behind organic farming is to work with nature. For example, instead of growing one crop year after year, if crops are rotated, the soil is given a chance to recover. Manure from farm animals can provide the fertiliser instead of using chemicals. Some crops are grown especially to plough into the soil so that it is improved. Wildlife is encouraged so that creatures such as earthworms will improve the soil; others like ladybirds will prey upon unwanted pests such as aphids. An organic farm is biologically balanced.

Animals on an organic farm are reared without using drugs, wormers or antibiotics. You may not realise that on most non-organic farms animals are given these just to make sure that they do not become ill. The problem with this is that some of these drugs may end up being eaten in meat or cheese or eggs. Also by using antibiotics regularly we are giving the bacteria that cause diseases a chance to get used to the cure so they can resist it. When antibiotics are really needed they may not work. The bacteria may have become immune to their effects.

How do you know food is organic?

To be an organic farm and to sell vegetables, corn or meat labelled 'organic', farms are inspected at least once per year to make certain they are sticking to the rules.

Where can I buy organic food?

Organic food is usually pre-packed and labelled. Look also for the logo of the Soil Association. Many shops and supermarkets sell organic food but you will need to look at the labels.

Text 2

Reasons to eat organic food

- It is safe, nutritious and has not had anything added to it.
- No artificial chemicals (pesticides, herbicides, fertilisers) were used to grow it.
- It is environmentally friendly (wildlife is encouraged).
- GM food is banned on organic farms.
- There are strict rules about how animals should be looked after.
- Animals are not given medicines or drugs.
- Organic farming does not need to use fertiliser made in factories using energy to make it and using up the earth's supplies. We use natural manure!
- Less chance of diseases like BSE ('mad cow disease') from naturally fed animals.
- It uses science but it uses science to help the natural balance of nature, not to change it.

Source: Soil Association, Bristol House, 40-56 Victoria Street, Bristol BS1 6BY
Web site: <http://www.soilassociation.org.uk/>
E-mail: info@soilassociation.org

Text 3

The GM protesters' case

(Source: Northern Echo November 2000)

Background

In 2000 the UK Government decided to continue to allow a number of farms to grow GM crops to test them. These crops were to be grown so that more information could be gathered. The crops were not to be sold for food. Because some people were concerned about these tests the Government decided that they should not be secret. A list of all of the farms was published.

One of the farmers was in County Durham. The farmer was growing a new GM variety of oilseed rape to test if it could be sprayed with a herbicide and survive.

On 30 October 2000 the crop was destroyed by people protesting about GM crops. The five people came from Manchester and from Dorset to destroy the crop. They were taken to court and charged with causing £2,000 worth of damage. In court this is what they said they had done and why:

The raid was planned at a friend's house. We planned to pull up the entire crop and put it into plastic bags marked 'bio-hazard'. We intended to take the bags to the police station. We dressed in white uniforms and spent four hours bending over the crop and pulling it out.

The farmer arrived and then the police. The five were arrested. They said they had learned about GM food from a variety of sources over a long period of time. They believed that the crop could contaminate soil and affect other crops and wildlife. They said they felt they had to act immediately before damage was done.

Direct action, they believed, was the only answer.

The five defendants considered that their action was a contribution to halting something that could become a global disaster.

Text 4

The case against GM food

There are a lot of people with very serious doubts about GM food. Many people feel that after having food scares with eggs and a disaster with BSE ('mad cow disease') we should stop messing about with nature.

Those that know more about GM food have three different sets of worries:

- How safe is it to eat?
- What is its effect on wildlife?
- How it could change world farming.

Safety

Although the biotechnology companies claim that the new crops will be fully tested, how can they ever be sure? Because GM food is very new, nobody can really tell if any of it will do us harm if we were to eat it over a long period. For all we know we could eat something today which might cause us to die in 10 years' time. Why take this risk? Already in America 37 people are thought to have died because genetically modified bacteria was put into a food supplement.

If GM foods are allowed in this country we can never be sure that they have not been put into food we buy. We have no way of being able to tell.

The effect on wildlife

Genetic modification can make a normal plant like a potato produce its own insecticide so that it can kill any pest that tries to eat it. This sounds at first a good idea but it also kills other insects. What will this do to the food chain (no insects = fewer birds)?

What if:

the pests become used to the insecticides found in the GM plants. We could get resistant pests that cannot be killed with sprayed insecticides. Complete crops could be destroyed.

Genetic modification can make a plant withstand a strong weedkiller so that after spraying, all the weeds around it will die and only it will be left, but

What if:

- some of the seeds of this plant fall into the soil and grow the next year in the middle of a different crop - how could you get rid of them? Weedkiller wouldn't work!;
- some of the pollen from the crop fertilises a wild plant of the same species. The wild plant could become a 'superweed' and couldn't be controlled;
- there are no weeds at all. There will be no seeds. Weed seeds are the food of many small birds.

The whole idea of GM crops is very frightening. We simply could not control them once they had flowered and set seed. They are almost bound to escape and to breed with wild plants and other crops. It is possible that our wild flowers could be smothered by new plants and our insects and birds could simply disappear. Organic crops would be ruined as we could not be sure that they had not been fertilised by pollen from a GM food.

The effect on the world

It is true that in many countries people are starving. Lack of rain or poor soil are sometimes the problem but often the problem is simply that the country is so very poor or that there is a war going on. If really poor farmers had to buy their special GM seeds from a big company they simply could not afford to do it. Some people believe that GM crops may make things worse.

The last point is, why do it? Why take all these risks when we don't need GM food? In 1998 77% of people said that they were against growing GM crops in Britain.

Text 5

The case for GM food

(Source: Biotechnology industry)

Farmers have always tried to improve the crops they grow. The world has been very glad of the improvements. Without these improvements the world would be even more short of food.

Ninety per cent of the world's food comes from 15 major crop plants (rice, wheat, potatoes, etc.). All 15 crop plants have been changed and improved.

The biotechnology industry attempts to find new methods to improve the taste, choice and yield of food crops. It also is working to help farmers make a profit and to help governments to prevent world hunger (the population of the earth is expected to double in the next 50 years).

Since scientists have discovered which genes change which part of a plant, they can swap some of them from one plant to another. This is known as genetic modification - GM. By producing new varieties of plants in our laboratories we may be able to solve many of the farmer's and some of the world's problems.

Here are some of our successes:

- A new variety of soya which impressed 87% of farmers who tried it in the USA. They were able to keep weeds away with less spray being used.
- A new tomato which makes thicker tomato paste. It is easier to turn into paste, making it cheaper.
- Apples, raspberries and melons that can stay longer on the supermarket shelf without going soft (less waste).
- Crops have been grown which produce their own insecticide, e.g. potato that needs 40% less insecticide to keep it pest-free.

Very soon it will be possible to grow the following:

- Wheat which can add nitrogen to the soil as it grows. This will mean that it can be grown on very poor soil without fertilisers.
- Potatoes which will not absorb so much oil when fried. This will make chips more healthy.
- Common food plants which may be made to produce extra vitamins or a chemical they would not normally produce. The food crop could act as a natural medicine. An example would be to add a gene to a food plant so that it produced beta-carotene (beta-carotene prevents a disease called night blindness).

None of this can happen if people are nervous of allowing farmers to use the new science (biotechnology).

There is no reason for fearing the new biotechnology. Many of these crops have been grown for some time in the USA and Canada; they are tested many times before they are allowed to be eaten as food. The American Dietetic Association has concluded that "foods produced using biotechnology are as safe as traditional foods".

We support the idea of labelling food. There is, however, no need for special label information to say that food is GM, as it is not particularly different from other foods.

Text 6

Reasons for supporting the growing of GM crops

(Source: Monsanto)

- Crops produce more (bigger yield).
- Crops can live in especially difficult conditions - very useful in hot, dry countries or on poor soil.
- Crops can be given extra properties, e.g. strawberries that stay sweet, potatoes that soak up much less fat.
- They reduce the use of pesticides and herbicides by making the crop more able to fight off pests and diseases.
- It can reduce the number of times a crop needs spraying with herbicide by making it resistant to one particular spray. This spray can then kill off everything else.
- The last two advantages make farming easier and cheaper. They can also help the soil as the tractor need not drive over the crop so often.
- GM foods are as safe as traditional foods (tested for safety by the US Food and Drug Administration (FDA)).
- Because GM crops provide more food on the same land they will help solve the world's hunger problems without using up more land. This land can be left for wildlife.
- Man has always used science to improve crops. We need to encourage this so that new science can benefit man.
- If British farmers are not allowed to use genetic modification then they will be at a disadvantage when trying to sell their food abroad.

Text 7

A farmer's point of view

I farm 110 hectares of land in County Durham. At the moment I grow mainly barley, wheat and oilseed rape. For the last two years I have tried growing potatoes but after this year's disastrous wet weather I don't think I will continue.

I have a small herd of suckler cows and I fatten about 100 store lambs which I buy in the auctions during October.

The last three years have been the worst my family can ever remember. Ever since the problems with BSE ('mad cow disease') it seems that the price of everything we sell has fallen, everything except the cost of the animal feed, pesticides and fertiliser.

Five years ago I sold lambs in March for £60, last year I was selling similar lambs for £30. The price of wheat is also lower than it was five years ago.

I'm not a politician and I don't know the exact reasons why things are so bad. Sometimes I get very angry about things. I seem to have to work longer and harder for less money.

You asked me for my opinions on organic growing and GM crops. (I should say that I don't grow either by the way!)

The first thing I would say is that the Government must make sure that we don't end up with another food scare.

The truth is I don't know enough about GM crops. From what I have read from the seed companies there could be a lot of advantages. On my wetland it would be a big advantage not to have to spray the crops so often. Also if they could produce a variety of barley or potatoes that would be ready to harvest earlier it might prevent me having crops spoilt by autumn storms.

I can see the GM crops might be easier for me to grow. They may be cheaper to grow if the claims of the seed companies are true. However, I am a bit worried that I might end up having to buy my seed from one or two companies. I just don't like to be dependent on an outside company.

I think there are quite a few questions that need to be answered before I personally would grow GM crops. Perhaps the biggest is, will the public buy the food?

At the moment I am not allowed to grow GM food for sale even if I wanted to. One thing the Government must do is make sure we are not treated unfairly. We cannot have one rule for Great Britain and a different one for Europe. If a farmer in France or Germany can grow cheaper wheat or barley what chance have we got of selling ours?

I have thought about growing organic crops and keeping my lambs organically. At the moment it would not be worth my doing it. If I grow my crops organically I will get a smaller yield (not as big a crop). That is OK as long as I can sell it at a better price.

At the moment I'm not sure people are prepared to pay extra and it would certainly cost me more to grow GM crops. I would need help to change over.

Perhaps the Government could help with an extra grant of money - after all, it will help the environment too.

"Maximart": A supermarket's point of view

Advice to scientific committee

The important issues from our point of view are that we need to provide our customers with:

- consistent good quality (in other words the food has got to be always top quality - not sometimes or usually but always);
- a choice (we offer organic vegetables as well as our normal range);
- safe food - we need to know that it is safe. We need to know exactly where it has come from and how it was produced;
- good value. No matter how good our food is we owe it to our customers to offer it at the keenest prices.

You ask how the farming industry can help us to provide this range of food.

Firstly, by being very careful to produce food hygienically in a clean and organised farm. We choose our farmers and inspect their farms. It certainly helps people to be confident that food is safe if we can label it to say exactly where it comes from.

We offer a very wide range of organic food. All of this is clearly labelled. It is our policy to label all of our food fully. Could regulations on labelling be made stronger?

One problem we have is that not enough British farms are producing organic food. We end up buying from other countries and we would prefer to buy British. Perhaps the Government might consider encouraging farmers to change to organic growing.

Our company does not sell GM food and we make sure that none of our ready-made food contains GM ingredients. Why do we not sell it? Firstly because we do not believe that we can be certain of its safety. We consider that there must be a long period of testing

before GM ingredients are allowed to be used in foods. Secondly, our customers do not want it. Seventy-seven per cent of the British public do not want GM crops to be grown in the UK (MORI poll June 1998).

We would support very strict rules for labelling GM foods. This is the only way our customers can be totally confident that they are not buying them. Also if other companies use GM foods to make a cheaper product the customer should be told.

We also believe that meat should be labelled to show the country of origin (which country the meat came from). We, for example, have a policy of selling British pork, partly because we know that in Britain there are rules to make sure the pigs are kept in reasonable conditions. Sometimes we have to pay more for British pork. It is unfair if other companies can sell cheaper pork from other countries without having to say where it came from. We also sell organic pork where the rules are even more strict. Some customers are happy to pay more.

Text 9

MEMORANDUM

From: the Prime Minister's office

Subject: Food and Farming Conference

You will I hope remember that by Friday of this week I need a briefing paper on the future of food and farming. The conference begins Monday and it needs your views to help me prepare my major speech.

I am aware that we have been receiving a great deal of advice and persuasion from a variety of organisations.

What I need you to do is to summarise the arguments put forward from these people.

I am particularly interested to have the views about the following issues:

Organic farming - should Government encourage this?

GM food (genetically modified food) - should Government encourage this?

I would like to have not only your views but any evidence you consider important from the following:

- The Soil Association
- The GM seed companies
- The farmers
- The protesters
- The supermarkets.

Finally, I would appreciate your balanced opinion having set out these views. Rather than notes please let me have a written report of around 200 words in your usual excellent English. I intend to send your report to the newspapers for publication ahead of the conference.

Yours sincerely,

The National Literacy Strategy

Year 5 Booster Units

Unit 8 Explanatory Text: Time and Space

Summary and context

The focus of this unit is to produce a piece of explanatory text, applying the features of the genre. A topic of interest was chosen, stimulated by a letter from the past. It is expected that children will have been reading explanations and will have experience of writing in this form.

Overview of objectives

Target statements for writing	NLS Framework objectives
Style: sentence construction ■ Select appropriate word order in sentences to create interest and to increase precision, clarity and economy.	Y5 T2 S8
Style: language effects ■ Use appropriate grammatical features for different text types.	Y5 T2 T22
Purpose and organisation ■ In non-fiction, elaborate the basic structures of text types in order to make writing more effective in relation to audience and purpose. ■ In non-fiction use basic features of text types, such as introductory statements, followed by clear points leading to a conclusion. ■ Adapt writing to be concise and clear, and use an impersonal style.	Y4 T2 T24 Y5 T2 T22
Process ■ Map text structures and lines of development.	Y5 T2 T15

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Outcomes

- By the end of the unit the children will have read and investigated an example of explanatory text.
- They will write a text to explain how the solar system works.

Homework

- Research facts on space and find examples of other explanatory texts.
- Write a follow-up letter to Galileo.
- Research into his life and works.

Resources

- Highlighters or coloured pencils for text marking
- *Grammar for Writing* p.187 – list of connectives taken from the glossary and prepared as a poster for reference
- *Grammar for Writing* p.154–5 – OHT or poster listing features of explanation genre
- OHT of a writing frame
- An envelope or 'time capsule' for sending children's work to Galileo
- Text 1: Galileo's letter (attached)
- Text 2a: The universe, a modern view 1639 (model text: whole class reading and general group text marking, attached)
- Text 2b: The universe, a modern view 1639 (modified text: focus group text marking, attached)
- Text 3: (Text showing errors in style and structure)
- Text 4: *Fascinating facts about our solar system* (attached)

**The National
Literacy Strategy****Year 5 Booster Units**

Unit 8 Explanatory Text: Time and Space

Lesson 1

Lesson objectives

- to identify the key features of explanatory texts;
- to scan and locate key words and phrases;
- to summarise main points of text.

Shared whole class work**Shared reading**

- Explain lesson objectives.
- Introduce task card (Text 1).
- Read explanatory text (Text 2a) with whole class.
- Summarise text by listing main points and asking, 'What did these people believe?'

Sentence level

- Revise key features of explanatory texts, e.g. *written in present tense; have a clear sequence (opening, closing statement, logical steps); use diagrams, subheadings, captions to support the message; use an impersonal style (formal language).*
- Use connectives to improve writing.

Key points to highlight

- Recap key elements of explanatory text.

Independent/guided work**Independent task**

- Text marking in pairs:
 - identify and mark connectives;
 - identify and mark evidence of tense (verbs);
 - identify and mark evidence of presentation (heading, subheading, caption).(General group use Text 2a and focus group use Text 2b.)
- Identify and mark five or more errors in style and structure using Text 3.

Plenary

- Use findings to recap and review all key features of explanatory text.

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**The National
Literacy Strategy****Year 5 Booster Units**

Unit 8 Explanatory Text: Time and Space

Lesson 2

Lesson objectives

- to expand short statements into connected prose;
- to use language selectively according to text type;
- to write an explanatory text including key features.

Shared whole class work**Shared reading**

- Outline lesson objectives.
- Review purpose for writing explanatory text.
- Read Text 4: *Fascinating facts* (unsequenced, random text).
- In pairs, sequence the facts.

Sentence level

- Recap key features of explanatory text, e.g. *connectives, tense, sequence, presentation, impersonal style*.
- Model writing of opening statement with class.

Key points to highlight

- Recap key features of explanatory text.
- Highlight need for structure/organisation of facts.
- Highlight use of impersonal language.

Independent/guided work

- Use previously organised facts to construct text to clearly explain today's understanding of the workings of the solar system to people of the past.

Plenary

- Share selected examples of children's work.
- Discuss effectiveness for purpose.
- Collect texts to put in envelope or time capsule to 'send to Galileo'.

The National Literacy Strategy

■ Year 5 Booster Units

Unit 8 Explanatory Text: Time and Space

Lesson 1 example

Teaching	Teaching and learning strategies
Objectives Teacher to read Galileo's letter (Text 1) to set the scene. Through discussion and questioning the teacher leads the class to identify the task set by Galileo: to write an explanation of the solar system, as we know it today.	Drama and role-play for initial stimulus Sharing objectives to inform children of expectations
Shared whole class work Display and/or distribute copies of <i>The universe – a modern view 1639</i> (Text 2a). Read explanatory text from the people of Galileo's time.	Whole class reading
Teacher: <i>In pairs discuss the messages in the text. What do the people believe? Find three key facts. Prepare to feed them back into class discussion.</i> Remind class of Galileo's letter. Teacher collects and lists key facts in note form.	Time out in pairs Teacher modelling listing
Move the focus of the discussion to the style of the text. T: <i>What do we notice about an explanatory text?</i> Take children through the text giving them time out to discuss and find examples of tense, connectives (refer to connectives poster), lists and bullet points, and paragraph headings.	Explain and demonstrate Time out
Independent task Make sure general group have copies of Text 2a and supply focus group with simplified Text 2b. Ask children to work in pairs to find and highlight examples of key features. Ask children to annotate, naming the feature they have drawn attention to. Remember to tell class which pairs are going to present their findings.	Text marking Give support to pairs where necessary. An additional adult could support here

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Teaching	Teaching and learning strategies
Give out Text 3. Explain clearly that pupils are looking for mistakes in the structure and language style of the text, not factual errors, e.g. not how beliefs have changed.	
Plenary Targeted pairs present their findings. 'Audience' checks out their own work.	Evaluation

The National Literacy Strategy

Year 5 Booster Units

Unit 8 Explanatory Text: Time and Space

Lesson 2 example

Teaching	Teaching and learning strategies
Objectives Recap on the idea of Galileo needing a clear explanation of a modern (2001) view of the solar system. Revisit Galileo's letter (Text 1).	Sharing objective to inform children of expectations
Shared whole class work Give children <i>Fascinating Facts</i> (Text 4). Call on individual children to read one of the facts. T: <i>How did you choose which fact to read? Were there any features to guide your reading? What do you notice about these facts?</i> They are not organised in a logical sequence. There is no introductory statement. T: <i>How can we help the reader? What will we need to do first?</i> Organise the material logically. Give the reader a statement to introduce the topic. Decide where our reader might need more information. In pairs, children explore ways of organising the information, linking common themes. Teacher models two or three alternative ways of beginning the explanation, possibly taking and developing ideas from the children to compose an opening statement. (This may require preparation beforehand.)	Whole class shared reading Questioning Invitation to contribute Paired talk Paired investigation Recording on whiteboards or large sheets of paper

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Teaching**Teaching and learning strategies****Independent task**

Recap all key features of explanatory text.

Whole class recap

Outline a writing format on OHP.

Draw attention to spaces for headline and caption.

Give children time to write their own clear explanatory text

on the 2001 view of the solar system in response to

Galileo's request.

Remind children that the task is not to produce a letter.

Identify individuals to present to the class.

Plenary

Give children the opportunity to share their work, either with a response partner or with the class.

Guide self-evaluation

Evaluate their explanations in the light of the original purpose.

Use children's writing to assess their understanding of explanatory text.

Text 1

Galileo's letter

I can arrange key events in a recount in chronological order.

Dear people of the New Millennium,

I, Galileo, in the year of Our Lord 1640, find myself in disagreement with the law of this land and with the people of my time.

My work as an astronomer has led me to understand that our universe does not revolve around the Earth but around Sol, the Sun.

I am now under house arrest for my views and urgently need your help! I am sending you an explanation of the beliefs of my people. With your own knowledge of the universe in your time, I urge you to send me a clear explanation of what the universe is really like.

Galileo

Master Astronomer

Text 2a

The universe - a modern view 1639

Our world is positioned in the centre of the universe and is surrounded by a number of heavenly bodies, which are constantly revolving around it.

Although it would appear that the world is flat (and indeed until recently that was the widely held belief) it is, in fact, a spherical object. It remains still, in the middle of the universe, while all the planets move around it.

Sol and its position in the universe

The Sun is the most important of the planets in that it provides our world with light and warmth. It rises each morning and sets each evening as a result of its never-ending motion around the Earth.

When the Sun moves to the far side of the world, we are then left in darkness. Fortunately however, this is not total, due to the presence of the second most important of the planets - Luna, the Moon.

Luna and its position in the universe

During the night the Moon sheds its silvery light upon our world before moving around to make way for the Sun and the day once more.

In addition to the Sun and the Moon there are the lesser heavenly bodies - the remaining planets - and, of course, the stars.

The planets of our universe

The planets are organised as follows:

- Saturn
- Jupiter
- Mars
- Sol (the Sun)
- Venus
- Mercury
- Luna (the Moon)

The stars are set in the heavens to assist the Moon in its task of illuminating the night-time and are therefore very important.

Text 2b

The universe - a modern view 1639

Our world is in the centre of the universe and has planets, which are always moving around it.

Although it seems that the world is flat (and indeed this is what used to be believed) it is, in fact, a spherical object. It remains still, in the middle of the universe, while all the planets move around it.

Sol and its position in the universe

The Sun is the most important of the planets. It gives our world light and warmth. It comes up each morning and goes down each evening because it is always going around the Earth.

When the Sun moves to the other side of the world, we are then left in darkness. It is not totally dark because of Luna, the Moon.

Luna and its position in the universe

During the night the Moon gives light to our world before the Sun comes up again.

As well as the Sun and the Moon, there are other planets and, of course, the stars.

The planets of our universe

The planets go in this order:

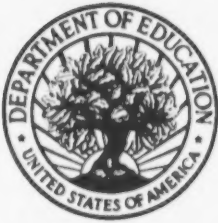
- Saturn
- Jupiter
- Mars
- Sol (the Sun)
- Venus
- Mercury
- Luna (the Moon)

The stars are in the sky to help the Moon to light up the night-time and so they are very important.

Text 4

Fascinating facts about our solar system





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